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ABSTRACT

This monograph provides both a guide for individual teachers on how to infuse career education into their own lessons, and technical assistance to program developers in methods for teaching others how to incorporate career education activities into the existing curriculum. The body of the guide is divided into five major parts. Part 1 is designed to teach the reader independently how to infuse career education into his or her lesson plans. Sections included concern the goals of career education, defining career education infusion, the eight elements of career education, the affective component, writing an infusion lesson, and lesson plan review and evaluation. The second part of the guide contains selected strategies to be used in teaching workshop groups how to infuse their lessons, including suggestions for organizing a workshop, introducing the workshop, how to define the eight elements, defining career education infusion, the affective component, career implications of subject matter, the infusion form, summary infusion activity, and evaluating the workshop. Part 3 contains a small selection of career education lesson plans created by teachers in the SPICE (New York State Project to Implement Career Education) program. Part 4 consists of a short bibliography of materials related to career education and value clarification. Part 5 contains worksheets and other materials to be used with the first two sections. (TA)

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HOW TO INFUSE CAREER EDUCATION INTO THE CURRICULUM

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"HOW-TO" SERIES GUIDE FIVE

(Revised Edition)

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STATE PROJECT TO IMPLEMENT CAREER EDUCATION

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1975

FOREWORD

SPICE, the State Project to Implement Career Education, is a pilot project funded by the New York State Education Department to develop a K-12 career education model in the New York City Public School System.

Beginning in 1972, the Project has concentrated its efforts on the development of a self-perpetuating process for the expansion and regeneration of career education, and on developing a cadre of career education leaders in the schools capable of implementing this process without outside support. Principal components of the SPICE process are: changing attitudes toward career education, involving school personnel in developing their own curricular materials and incorporating these materials into their programs, and training in planning and management skills. Some of the results of the Project's developmental efforts are incorporated in this guide.

Sixteen schools have participated in the SPICE program. Elementary schools involved in the Project were P.S. 41X, 76X and 103X of District 11 (Bronx); P.S. 26K, 81K and 129K of District 16 (Brooklyn); and P.S. 38R, 41R and 52R of District 31 (Staten Island). Work in these schools was completed in 1974. The junior high schools were 113X, 57X and 2R. Herbert H. Lehman, Bronx, and Erasmus Hall, Brooklyn, were the original high schools. Boys and Girls High School, Brooklyn, and Evander Childs, Bronx, were added to the Project in 1974. SPICE wishes to thank the personnel of all of these schools for their cooperation and enthusiasm, and to gratefully acknowledge the assistance rendered to the Project by the Fashion Institute of Technology.

Preface

This is one of eight monographs developed by the State Project to Implement Career Education. It came about as the result of the orderly design of a process approach to career education in which emphasis has been placed on how the program is developed, rather than on the rote production and dissemination of curricular materials.

Taken together, this series represents a beginning guide for implementing career education in your school. Taken separately, each guide concentrates upon that area of concern that may be of particular interest to you. Please be aware that using this monograph alone as the basis for a career education program will have limited effectiveness. It is intended and recommended that the entire series be utilized within your school to assume maximum achievement of the objectives of career education.

Guide 1: *How to Administer Career Education in Your School* is designed to assist the school administrator in organizing an integrated career education plan.

Guide 2: *How to Establish a School Career Education Team* sets forth the rationale for a school team and explains how to go about forming one.

Guide 3: *How to Give an Orientation to Career Education* details the strategies which have proved effective in changing attitudes toward career education.

Guide 4: *How to Develop and Use Community-Based Resources* provides school personnel and community people with a step-by-step guide to the effective use of non-school sources of career-related information and experiences.

Guide 5 (Revised): *How to Infuse Career Education into the Curriculum* provides both a guide for individual teachers on how to infuse career education into their own lessons, and technical assistance to program developers in methods for teaching others how to incorporate career education activities into the existing curriculum.

Guide 6: *How to Develop a Counselor's Role in Career Education* outlines the rationale and the skills needed. Samples of a wide range of suitable activities are included.

Guide 7: *How to Develop the Librarian's Role in Career Education* outlines the steps necessary for creating a career education resource center. Concentration is given to the librarian's role in integrating the library's resources with ongoing career education activities occuring within the school.

Guide 8: *How to Develop a School Plan* is a step-by-step guide for the production of school-based long- and short-range career education plans.

The eight guides were developed by:

Guide 1	— Barry Fishman
Guides 2, 3, 6	— Eva Hoffmann
Guide 4, 8	— Victor D'Lugin
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Barry Fishman designed and edited the guides. Overall supervision of the developmental process was under the direction of John W. Surra, State Program Manager, and Irwin Kahn, Administrative Director.

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INTRODUCTION

The body of this guide is divided into five major parts. Part I is designed to assist the reader to independently learn the process of infusing career education into his or her lesson plans. The second part of the guide contains selected strategies to be used in teaching workshop groups how to infuse their lessons. Readers of either of these parts may wish to refer to the appropriate sections of the other for additional clarification. Part III contains a small selection of career education lesson plans created by teachers in the SPICE program. These can be referred to if examples of the finished product are desired. Part IV of this guide consists of a short bibliography of materials related to career education and value clarification. This may be helpful to those desiring to further expand their background in these areas. Part V contains worksheets and other materials to be used with the first two sections.

I. HOW TO INFUSE CAREER EDUCATION INTO YOUR LESSONS

A. ***The Goals of Career Education.***

Career education is an innovation that holds the potential for improving our educational system without requiring major changes in the current organizational structure of our schools. Through career education the following changes can occur:

1. Students will become self-motivated and goal directed. They will know more about themselves and their educational and career opportunities, and they will set into motion plans to accomplish their goals.
2. Educators will rethink their roles and will become interested in helping students establish themselves in meaningful life activities. They will place greater emphasis on the relevance of subjects taught in school to the real working world.
3. Formal educational experiences will become more relevant to activities outside the school building. Students will understand how skills and knowledge gained in school affect their lives. Students will learn how to utilize the educational system to reach their goals.
4. The walls of the school building will be broken down and education will become a school and community responsibility and service.

To put this in a briefer form, there are basically six goals career education hopes to accomplish. They are:

1. Students will be more goal oriented.
2. Students will develop a greater sense of self-awareness.
3. Students will be prepared for entry into the world of work and further educational training.
4. Students will have a greater awareness of career options.
5. Students will develop a more positive attitude toward the world of work.
6. Education will become a school *and* community activity.

Systematic implementation of a career education program throughout an educational structure can meet these goals and prepare students to determine their own future educational and professional objectives, as well as teaching them how to go about attaining these objectives.

The major vehicle for implementing career education in your classroom is the process of infusing career education elements into a lesson plan. The following section explains what the elements are and how to incorporate them into your lessons. At the end of the book there are a series of exercises you may use with your fellow teachers. These exercises may be used if you wish to teach them what career education infusion is and how to do it.

B. ***Defining Career Education Infusion.***

The dictionary* defines infusion as follows: "(1) the act or process of infusing: as a: the introducing of a solution into a vein b: the steeping or soaking usu. in water of a substance in order to extract its virtues. (2) A product obtained by infusing." According to Webster, to "infuse implies a pouring in of something that gives new life, new vigor, new significance, etc."

Career education infusion may be defined as the process of integrating the material in the existing curriculum with both its possible applications outside of the classroom and the values, needs, perceptions, and personal development of the individual student; and thus revitalizing it. Most simply put, it is making education relevant to life.

Career education goals focus on giving the student hands-on experience in developing values, determining life-styles, utilizing skills, and processing occupational data. Career education infusion can also be defined as injecting the present classroom experience with a massive dosage of these ingredients.

Infusion focuses on both the cognitive and affective domains. It brings counselors and guidance techniques into the classroom, and takes the classroom out into the world of industry. It uses students' interest in academic subject matter to stimulate their awareness of both career options and their own personal development, and uses their interest in their own development to increase their interest in the existing curriculum. It takes the student out into the community, and brings the community into the school. Intrinsically, it is neither difficult nor novel. The only novelty lies in the attempt to utilize it in an organized manner. It can range in difficulty from a discussion focused on how to use some academic information outside of the classroom, to a complex interweaving of simulations, role-plays, field trips, exercises, discussions, and readings. It is not a panacea. It is only as good as its practitioner. We hope that in the following pages we will be able to show you how to infuse career education into your curriculum, and how to do it well.

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*Websters' Seventh New Collegiate Dictionary, G. & C. Merriam Co., Springfield, Mass. 1972.

C. ***The Eight Elements of Career Education.***

The process used to incorporate career education into ongoing classroom activities involves selecting one or more career education elements and infusing it into a lesson. The eight career education elements with their definitions are listed below:

1. Self-Awareness	Achieving an increased awareness of "Self" by developing an understanding of interests and aptitudes.
2. Educational Awareness	Increasing interests and/or achievements in the educational program emphasizing the basic skill areas.
3. Career Awareness	Increasing interest and awareness of the occupations that compose the world of work.
4. Economic Awareness	Understanding the world of work and its impact on self and society.
5. Decision-Making	Making successful decisions related to career and self-satisfaction.
6. Beginning Competency	Demonstrating basic competencies upon exiting from high school.
7. Employability Skills	Demonstrating a "salable skill" upon exiting from high school.
8. Appreciations and Attitudes	Developing an understanding of the contribution of work, continual learning, the arts, and leisure qualities of life in achieving social responsibility and self-satisfaction.

These eight elements comprise the basis for any career education lesson. Infused into any lesson, they will add that extra component that is called career education.

Many specific objectives may be associated with each element. On the following pages some examples are given for each. As an exercise, please write an additional objective. When you have finished, carefully check each objective against the definition of each element to ensure that it carries out the definition of that particular element.

SELF-AWARENESS	The student will understand, accept, and respect his own uniqueness as a result of learning, growth, and maturation.
	The student will learn about himself in relation to his culture through understanding and experiencing various different roles.
EDUCATIONAL AWARENESS	The student will recognize the significance of language, computational and reasoning development, and the mastery of content knowledge as a means of achieving career goals.
	The student will recognize that different career directions require varying types of educational preparation.
	The student will recognize that learning is continuous, occurring in and outside of school.
CAREER AWARENESS	The student will recognize that his career development includes progression through stages of educational and occupational experiences.
	The student will understand the variety of occupations found in the world of work.
	The student will understand the relationship between career and life-style.
ECONOMIC AWARENESS	The student will understand the way in which occupations relate to needs and functions of society.
	The student will understand the relationship between personal economics, life-style, and occupational roles.
	The student will understand the range of social and economic benefits associated with various occupations.
DECISION-MAKING	The student will understand that decision-making includes responsible action in identifying alternatives, selecting the alternative most consistent with his goals, and taking steps to implement the course of action.
	The student will become proficient in using resource information to make career decisions.
	The student will identify and state personal goals as part of making career decisions.

BEGINNING COMPETENCY	The student will develop the skills required to identify the objectives of a task, specify resources required, outline procedures, perform operations, and evaluate the product.
	The student will become familiar with the use of basic tools, equipment, and materials associated with business, commercial, and industrial activities.
EMPLOYABILITY SKILLS	The student will develop work habits and attitudes necessary to enter an occupation in the career area of his choice.
	The student will recognize the implications of working, with and without supervision, independently and with others.
	The student will relate his own self-knowledge to the selecting, learning, or performing of duties.
APPRECIATIONS AND ATTITUDES	The student will recognize the responsibilities to himself and others when accepting a task or job.
	The student will recognize individual differences and become tolerant in his interpersonal relationships.

These then are the eight elements of career education, with their definitions and some appropriate objectives. Your job now is to take these elements and infuse them into a lesson you are planning to teach in your classroom. The technique for doing this will be explained on the following pages.

D. ***The Affective Component.***

The affective components of career education have been stated as follows:

1. SELF-AWARENESS: helping people understand themselves as unique individuals, themselves in relationship to other individuals, themselves in relationship to our society and the societies of other countries, and themselves in relationship to the world of work.

2. DECISION-MAKING SKILLS: helping individuals gain the skills needed to use all available information to set personal goals and plan a program leading to the accomplishment of their goals.

3. APPRECIATIONS & ATTITUDES: helping individuals gain and express feelings toward self, other individuals, and society at large. The feelings expressed should reflect a personal and consistent set of values.

In order to make the components more concrete and of more direct use to teachers and students, one may re-divide them into the following three areas:

1. *THE ME I SEE:* This includes:
How do I feel? What do I know? What do I do?

2. *THE ME THAT OTHERS SEE:* This includes:
Who sees me? What do they see? How do they see me?

3. *THE ME I'D LIKE TO BE:* This includes:
What are my strengths? What are my interests? What do I know about careers? What is the world of work? How do I prepare? What are my opportunities? What are my next steps?

Clarifying personal values, formulating goals and assigning personal priorities can all take place in the classroom in a variety of subject areas. All that is needed is a shift of emphasis in the lesson plan or unit to make the material student-centered, instead of subject matter- or teacher-centered. This shift in focus will help the student to develop and incorporate subjective decision-making skills as he learns content. It might eliminate "student abrogation of responsibilities for knowing while being instructed".* In other words, it is hoped that it will stimulate the student to work actively toward exploring his own concerns in relation to the material presented, instead of his trying to swallow the subject matter without any attempt to digest it.

The teacher must keep in mind what attitudes are, their components, and how they can be changed:**

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* Tiedeman, D.V., Structuring Personal Integration into Career Education, *THE PERSONNEL AND GUIDANCE JOURNAL*, Vol. 53, May 1975, p. 708.

**Proshansky, H. & Seidenberg, B., eds., *BASIC STUDIES IN SOCIAL PSYCHOLOGY*, Holt, Rinehart & Winston, N.Y. 1965.

ATTITUDES: Structured psychological tendencies consisting of *cognitive*, *affective* and *behavioral* components.

The *COGNITIVE* component consists of a person's perceptions and beliefs about the object.

The *AFFECTIVE* elements are defined by the person's feelings toward the object.

The *BEHAVIORAL* aspects of an attitude consist of tendencies to react toward the object in given ways.

Generally, individuals are influenced in the formation of attitudes by their reference groups, i.e., any group to which a person relates his attitudes. Information is also a source of influence on attitudes.

Since individuals form attitudes on the basis of what they hear and see, the exposure to new information is an important instrument toward change.

Generally, teaching values as well as concepts and facts, and accepting and encouraging a diversity of values are the best conditions for student growth in the understanding of the self. Teaching values also promotes a deeper understanding of the facts and concepts taught in conjunction with them. The following example may serve to illuminate the distinction between the levels of fact, concept, and value.

Segregation, the Constitution, and the Supreme Court

FACTS LEVEL

1. To what basic question do the 13th, 14th, and 15th amendments relate?
2. Summarize the content of these three amendments.
3. What principle was established by the Supreme Court in the case of Plessy vs. Ferguson? When was this decision handed down? What were its effects?
4. In what decision did the Court completely reverse its stand in Plessy vs. Ferguson? When was this decision handed down?
5. What were some of the criticisms leveled at this decision? (This would be a concepts-level question if the students discovered the grounds for criticism by themselves, instead of memorizing the teachers' answer to this question.)

CONCEPTS LEVEL

1. What were the essential differences in the courses of reasoning followed in Plessy vs. Ferguson and Brown vs. the Board of Education?
2. Why didn't the court's decision in Brown vs. the Board of Education result in complete and total desegregation?
3. What is one of the current issues relating to the question of segregation? What are some of the arguments of the two sides in this dispute?

VALUES LEVEL

1. It is 1870 and you are a white person. How would you feel about the 13th, 14th, and 15th amendments? Why would you feel that way? What would you do? Might this feeling depend on income level or where you lived?
2. It is 1890, and you are a black person on your way to visit a cousin in New Orleans. The conductor on your train tells you that you must move to a car reserved for Blacks. How would you feel? What could you do?
3. If you lived in Boston at the present time, what would be your position on school busing? Why would you feel this way? What arguments would the other side give? As a student, what could you do to uphold your position?
4. Here are five cases that came before the Supreme Court after Brown vs. the Board. Divide into committees and pretend you are the Supreme Court. How would you decide each? Give your reasons.
5. Have you yourself ever been discriminated against for any reason—age, sex, color, ethnic background, income level, style of dress, hair length, etc. How did you feel? What can be done about this type of discrimination? Why do you think people discriminate on these grounds? Do you yourself tend to react negatively to any particular group? Why?

Almost any topic in a civics course is a values topic. Additional illustrations covering the entire range of the curriculum may be found in "Clarifying Values Through Subject Matter" (see bibliography).

There are many techniques available to tap the affective components of an individual's makeup. Some are relatively easy to use, like the values level questions illustrated above. Others appear simple, but are not. Basically, each technique is only as good as its user. The value of such techniques lies in the quality of the discussion after the exercise has been completed. Games are fun to play, but they bring about neither insight nor change unless it is explained, emphasized and understood what the game—beyond fun—really shows each individual player. In clumsy hands a smoothly functioning can-opener can become either a useless instrument or a lethal weapon. And what is a teacher to do if the opened can turns out to contain a mess of worms? The teacher may want to work together with the guidance counselor to implement some of the techniques listed below.

There is another danger which the teacher must realize: Students have the ability to detect responses which will be rewarded and responses which will be penalized. Consequently, it is of the utmost importance that teachers be aware of their expectations, hold them in abeyance, and try—if possible—to enter the student's frame of reference.

With these caveats in mind we mention the following tools for value clarification:

Role Playing.

Sentence Completions:
Stems such as "I am...", "I hate...", "I am happy when...", "My greatest wish is ..." give the student a chance to express himself.

Simulations:
These are student-centered exercises which enable students to experience things in a relatively safe environment, since they are one step removed from reality. Debriefing, which is mandatory, will help them draw parallels to their own concerns.

Drawing Pictures: (of "me", "my family", "the house I live in", "the house I would like to live in," etc., etc.)

Gaming:
E.g. "Deciding", published by the College Entrance Examination Board, New York.

Interviewing:
In interviewing each other, people in and outside of the school, career models, and others, students have a chance to formulate their own questions based on what is important to them instead of what is of importance to the teacher or other adults.

Essays on "The Person I Would Like To Be", "A Good Kind of Person in Our Community Is...", "When I Am 16 (or 18, 0r 22, 0r 25)", "If I Had $500, I Would Buy..."

E. ***Writing a Career Education Infusion Lesson Plan.***

Please turn to Part V, Worksheet I, and tear out one of the two copies of the "Sample Career Education Lesson Plan" form. Items one to four are self-explanatory. Item five, the Curriculum Aim or Concept, is identical in meaning with the "aim" in use in the standard developmental lesson plan used in the New York City school system. For example: "To understand the processes of economic development in Africa today."

Item six, the career education element, has been explained in Section C. Consider your "aim" carefully. Are there any career education elements implicit in the "aim"? If there are, you will certainly want to develop them. Are there any (other) elements which are closely related to the basic subject matter that you wish to teach that might enhance the effectiveness of the lesson? (Be wary of selecting "beginning competency" as your principal element—almost *any* lesson can be placed in this category with some degree of justification. If you wish to be sure that you are really creating a career education lesson, it is better to concentrate on other elements.) Economic awareness is clearly implicit in the sample aim given above—"To understand the processes of economic development in Africa today." The teacher might decide that student awareness of the careers important in developing nations might enhance their understanding of the processes of economic development. If this is decided, both "Economic Awareness" and "Career Awareness" should be entered under item six on the infusion form. However, the teacher should be careful not to select too many elements or it will be difficult to cover them adequately in the course of the lesson.

Item seven, the objective, is a breakdown of the aim into specific, measurable outcomes which you expect the students to evidence. The basic thrust of career education is a concern with the student, how he responds to material covered in class, and how he will be able to use what he has learned in his future life. For this reason, objectives should always be stated in terms of the student. In addition, it is necessary that the objectives be precisely stated and measurable so that the teacher can accurately determine whether or not they have been attained. Since the attainment of the objective should be measurable, verbs denoting overt action (list, write, make, perform, identify, etc.) should be used in writing the objective. Verbs which do not denote overt action (understand, learn, appreciate, etc.) should not be used, since they can only be measured by processes requiring such action. For example: you test my understanding of Hamlet by asking written or oral questions. Thus, the *objective* is for me to *answer* certain questions about Hamlet, although the "Aim" of the lesson is for me *to understand* Hamlet.

These are three basic parts in an objective of this kind:

Conditions	**Performance**	**Extent**
"givens" materials	active verbs	time limits boundaries

1. The teacher should specify *what* the student should do to evidence that the objective has been attained (the performance). For example, if the aim of the lesson is "to understand the processes of economic development in Africa today," and if the teacher has selected career awareness as one of the career education elements to be infused, the teacher might decide that the student should be able to correctly identify career areas important to a developing country and to explain why these particular occupational areas are important.

2. The next step is for the teacher to decide *how* the student shculd go about demonstrating that he has met the objective (the conditions). In the context of the example, a 10-minute quiz might be appropriate.

3. The third step is for the teacher to decide what boundaries and/or time limits should be set for the accomplishment of the task (the extent). Returning to the example, how many careers should the student identify? If the teacher decides that the 10 minutes available for the quiz is sufficient time for students to write about five careers, the final objective should read: *"Given a 10-minute quiz, the student will correctly identify five career areas important to the economies of developing nations and briefly explain the reasons for their importance."*

As is clearly evident from the example, there is nothing necessarily novel about this type of objective. It is simply a setting forth of exactly what you wish the student to be able to do after he has been exposed to the lesson. It avoids the haziness of objectives such as: "To understand the relative importance of various careers to the economies of developing nations," and focuses the teacher's attention on the tangible result to be expected from the lesson.

You may have more than one objective for a lesson, but if you have four or five it may be wise to reexamine the lesson to be sure that you can accomplish all that you have set out to do in one class session. It is probable that you have actually created a unit which will take several class sessions, and it will probably be beneficial to break the various objectives and activities down into their different class periods.

Item number eight on the infusion lesson plan form is "activities." This section should include a listing of the various techniques that you intend to employ in teaching the lesson. Working in a complex society, career education attempts to provide the student with some elements of the type of experience which is furnished to a youth in a primitive society by assisting his elders in the fields or accompanying them on the hunt. This is done by providing the student with as much first-hand experience as possible. Therefore, career education activities frequently include field trips, guest speakers, demonstrations, role-plays, simulations, or other hands-on techniques. Use of a variety of teaching techniques in a particular lesson tends to be more effective in achieving the "aim" of the lesson, as well as being more stimulating for the students.

Career education is gradually expanding throughout the school system. Before you implement a special activity or field trip, check with your students to see if they have previously been involved in a similar activity. If they have, attempt to determine whether or not it was done on the same level of sophistication as the activity you are planning. In career education, as in other fields of learning, the student can extract widely differing levels of knowledge and awareness from two experiences of the same activity. For example, many students may have been exposed to a discussion of nursing by the school nurse at some point in their education. Such a visit could be repeated in the context of a biology class with the guest speaker concentrating on the use of specific medical techniques to supplement and expand the academic material, and relate it directly to her knowledge and function. Such focused presentations can be of value, even though the student may already have had considerable exposure to the basic career area. However, they require even more careful pre-planning between the teacher and the guest lecturer than is usually required. In any case, it is always wise to check with the students if you think that there is any chance that you may be simply repeating an experience that they have already had.

Let us return to the example of the lesson on Africa. The best way to give students insight into the process of economic development and the careers important to a developing country would obviously be to send them to Africa for a couple of weeks. It is equally obvious that this is impractical. A more feasible solution would be to invite a representative from the consulate of an African country to make a presentation on the subject. It is also quite possible that relevant audio-visual materials may be available from the same source. Another alternative would be to have the students read both factual material on occupations important in developing nations and fiction on the lives of African workers, and to utilize this background to prepare a role-play on the subject and to chart the interrelationship between the various occupations. The possible alternatives are numerous, but one should keep in mind that the object is to furnish the student with the *most direct experience* possible of the material that you wish to cover.

Item number nine on the form is "resources." This is simply a listing of the materials and personnel (guest speakers, etc.) necessary to carry out the activities that you have designed. Your primary text should be listed a resource, as well as films, books, things that you wish the students to bring into the class (newspaper clippings, pictures, etc.), laboratory and shop equipment, other materials for hands-on activities, materials designed by the teacher to stimulate discussion, etc., organizations to be visited, and guest speakers. Local businesses, agencies, and community groups are often willing to assist the teacher by providing resources. Furthermore, use of a resource in the immediate neighborhood is usually more convenient, and is more meaningful to students because it is directly related to the environment in which they live.* Returning to our example, if the teacher elects to use some of the activities previously suggested, he would list the appropriate resource opposite each activity.

Activities	Resource
1. Show a 15-minute film on development in Ghana.	1. Film: *Ghana: A Developing Country* Source: Consulate of Ghana
2. Discussion and question-and-answer period led by Ghanaian representative. Focus in on careers important to a developing economy.	2. Mr. X of the Ghanaian consulate.
3. . . .	3. . . .

*For a complete discussion of the use and development of resources, see SPICE's "How-To" guide #4: *How To Develop and Use Community-Based Resources*.

The final section of the infusion form is the evaluation. The evaluation should be identical (or almost identical) with the objective. Our sample objective "Given a 10-minute quiz, the student will correctly identify five career areas important to the economies of developing nations and briefly explain the reason for their importance," would simply be reproduced in item ten. A copy of the quiz should also be attached.

Now turn to Part III and read some of the sample lesson plans which have been created by other teachers. When you have finished, select a lesson of your own which you plan to teach in the near future. Now write an infusion lesson following the steps listed below:

1. Complete items 1-4.
2. In item 5, enter the "Aim" or "Concept" from your regular lesson.
3. Consider your regular lesson. What career education elements seem most closely related to it? What career education activities would serve to expand and develop the meaning of the lesson, and relate it more closely to the lives of the students? Which elements are implicit in these activities? Roughly outline your ideas for activities on a piece of scratch paper. When you have answered the preceding questions, enter the elements that you have selected under item 6.
4. Use the equation "Aim + Element = Objective" and write out the objectives on a piece of scratch paper. Check each objective to see that condition, performance, and extent are clearly indicated and enter the objectives in item 7.
5. Refer back to the activities that you jotted down previously. Do they clearly carry out the objectives? If not, where does the difference lie? Which is more in keeping with what you really wish to do? When you have decided, change either the objectives or the activities to reflect your decision. Now develop the activities more fully, making sure that the activities that you have retained from your original lesson and the new ones that you have developed are fully integrated, and that you can realistically complete them all in the time that you have allotted. Now enter the activities under item 8.
6. In item 9, enter the resources that you will need for each activity opposite that activity. If there may be difficulty obtaining these resources, you should contact them as soon as possible. If they prove to be unobtainable, it may be necessary to revise the lesson extensively.
7. Under item 10, enter your evaluation. Check your objective to make sure that the two are almost identical. Attach copies of any tests or quizzes to the infusion form.

Congratulations! You have now completed your first career education lesson plan.

F. ***Lesson Plan Review and Evaluation.***

Now that you have completed a career education lesson, this section will provide you with some basic questions to use in a self-evaluation and review of the lesson plan. The answers to these questions will assist you in assessing and refining the finished product.

1. Elements:

   The career education element you selected should closely relate to your original curriculum aim. Although most lessons are enhanced by the inclusion of a career education element, often we inadvertently select the weaker of two possible elements or select too many elements, in either case we diminish our effectiveness in communicating important information.

   — Is (are) the element(s) selected directly related to the original curriculum aim?

   — Are there too many elements included to be realistically effective?

   — Do the elements selected permit both the communication of important career education concerns and enhance my regular lesson objectives?

2. Objectives:

   The objectives should be the combination of your regular curriculum aim and the career education elements.

   — Are the objectives clearly stated?

   — Are the objectives realistically attainable?

   — Do the objectives reflect your desired teaching outcomes?

   — Are the objectives interesting?

   — Do each of the objectives contain a performance, condition, and extent?

   — Do the objectives incorporate both the aim and elements?

3. Activities:

   This section of the lesson plan indicates the actual procedures or strategies you will use in the classroom. Please look at the activities section from beginning to end.

   — Do the activities flow logically from one to the other?

   — Have transitional activities been excluded?

   — Do all the activities use the same teaching techniques? (It is often advisable to mix techniques such as lecture, outside resource people, hands-on activities, simulations, and visuals.)

   — Do the activities clearly relate to the objectives? (Specific activities should be easily identifiable as fulfilling one or specific objectives.)

   — Are you comfortable with this set of activities?

4. Resources:

   This section indicates the materials, notes, or human resources needed to carry out the activities.

   — Are all the resources needed for each activity listed?

   — Are all the resources obtainable?

   It is now important to review your materials to insure that they are free of racial, religious or sex bias.

   — Do all materials present career models that are representative of all racial groups?

   — Do all materials present women as career models?

   — Are minorities and women presented in non-stereotyped roles?

   — Are printed materials free from sexist and racist language or inference?

5. Evaluation:

   The purpose of this part of the lesson plan is to provide you with in-class feedback as to the degree of success of the lesson.

   — Does the evaluation component directly relate to the objectives of the lesson?

   — Do the evaluation procedures gather the kind of information you really need?

   — Are the evaluation procedures realistic, and easily implemented?

G. ***Conclusion***

You have written and checked your first career education lesson plan. We suggest that you now create a second one. The process should be much easier than it was for the first lesson. After you have taught each lesson, carefully consider how it might be improved. You may wish to refer to Section F as you do this. If you wish to expand your background in career education, you may find the bibliography in Part IV useful. With a little practice in the writing and teaching of career education lessons, you should soon be a proficient career education teacher.

II

HOW TO TEACH

CAREER EDUCATION INFUSION

II. HOW TO TEACH CAREER EDUCATION INFUSION

How To Use Part II of the Guide

Part II of this guide contains selected strategies for the teaching of curriculum infusion. It is basically designed for use in a workshop setting, although it can also be adapted to serve as the basis for an in-service course. The guide presupposes that participants have already received a basic orientation to career education.*

The body of this part of the guide consists of eight sections. Each begins with a "Statement of Purpose" designed to summarize for you the intent of that section, and frequently including some general comments on its use. You should reword these paragraphs into objectives for yourself, using your own modifications. The statements are followed by a series of alternative strategies for accomplishing the objective. You should pick those which seem best suited to the needs of your group and to the total amount of time which you have allotted for the workshop. Appropriate worksheets for the strategies are to be found in Part V at the end of this guide. We suggest that prospective trainers read the guide very carefully and role-play the suggested strategies before actually using them. Careful pre-planning is essential.

Please remember that these strategies are not rigid rules of procedure. They were developed by trial and error, and should be revised or replaced if you are uncomfortable with them or if you feel reasonably sure that you have developed a more effective strategy for accomplishing the same objective. Be flexible.

The strategies have been designed for implementation by either one or two trainers working with a group of approximately 10-15 people. In general, the use of two trainers alternating as group leaders and supplementing each other's efforts has proven to be the most effective way of implementing these strategies.

*See *How To Give an Orientation to Career Education*, "How-To" Series Guide Three; State Project To Implement Career Education. New York, 1974.

Some Hints on Organizing a Workshop

If you have not had previous experience in implementing a workshop, you might find the following suggestions to be valuable:

1. First, establish a series of alternative dates for the workshop. Check potential participants to see which date is best. Inform participants as explicitly as possible as to the purpose of the workshop.
2. Consider the advantages and disadvantages of various workshop sites and their facilities from both your point of view and that of the participants. Check the dates on which these sites are available. Find out the date by which you must reserve your space and be sure that your reservation is in on time. Be sure to specify the number and size of the rooms you will need, and check them as soon as you arrive.
3. Get firm commitments from all potential participants at least a month ahead of time. If you do not, you may suddenly discover that almost no one is going to show up or that twice as many people as you had anticipated are coming.
4. If you have a sizeable budget available, explore the advantages and disadvantages of paying people to participate in day sessions, or paying room and board to a conference center for an intensive working weekend. The latter alternative is more effective for reaching your objectives in a limited period of time.
5. If any form of credit or remuneration is being given for participation, inform participants that they will not receive it unless they attend all sessions or make other arrangements with you beforehand. (If you are implementing an in-service course extending over a number of weeks, you may wish to establish looser guidelines—but you *must* establish *some* guidelines.)
6. Make a list of all materials and equipment that you will need. Check to make sure that paper, pencils, and other materials and equipment are available at the workshop site. If they are not, set them aside at least a few days before the workshop date and be sure to take them. Be sure that a large pad or blackboard is available. Make copies of all worksheets that you will need at least a week ahead of time, and be sure that you have a few extras.
7. Go early and check the details of all your arrangements before the participants arrive.

A. ***Introducing the Workshop.***

Statement of Purpose:

Many workshops encounter serious problems when the desires and expectations of the participants and those of the workshop leaders differ. Therefore, it is wise to begin the workshop by determining what the participants expect and arriving at a series of mutually agreeable goals. This is best done verbally, but if time is limited a form can be distributed at the first session in order to determine whether gross discrepancies exist between the trainers and the participants expectations.

Strategies:

1. Group discussion of the purpose of the workshop.
   a. Ask the group to tell you what the most important goal of the workshop is. Write the responses on the pad. (If they have been sufficiently informed of your workshop goals in the recruiting stage, most responses should be in tune with your goals.)
   b. Elicit any other goals that they would like to see attained at this workshop.
   c. Establish priorities. If there are no major disagreements. you may establish these by consensus. If serious divisions exist, it may be necessary to vote on which topics have first, second, and third priority. If you are unprepared to deal with one of the major priorities at this time, explain this problem and attempt to schedule action on it for a later date.

2. Use of a questionnaire to determine participant desires and expectations.
   a. Duplicate Worksheet II before the workshop.
   b. Distribute it at the beginning of the first session, and collect it at the end of that session.
   c. Check over the forms before the next session. If any major discrepancies exist between the workshop you have planned and the workshop that the participants expect, discuss these discrepancies at the next session and attempt to arrive at consensus.

B. ***How To Define the Eight Elements of Career Education.***

Statement of Purpose:

The process of incorporating career education concepts into the classroom involves selecting a career education element and infusing it into a lesson. The career education elements include:

1. Career awareness
2. Economic awareness
3. Self-awareness
4. Educational awareness
5. Decision-making skills
6. Appreciations and attitudes
7. Beginning competencies
8. Employability skills

The purpose of this section is to introduce strategies that help define each one of these elements.

1. "Rank order" values clarification.
   a. The Trainer shall distribute "rank order" values clarification exercise (see Worksheet III).

      NOTE: The purpose of this exercise is for each individual to recognize his/her personal values. Therefore, in administering the exercise, do not judge or evaluate. More of these questions can be found in *Values Clarification: A Handbook of Practical Strategies for Teachers and Students* by Simon, Howe, Kirschenbaum, Hart Publishing Company, Inc., New York, 1972.

   b. Group will share and discuss some of their responses.

   c. Ask group what one may learn from doing such an exercise. (Elicit: self-awareness, decision-making skills, appreciation and attitudes, career awareness.)

   d. Write suggestions on blackboard under the heading "Eight Elements of Career Education."

   e. Add to list those elements that were not suggested by group.

   f. The final list will read as follows:

      Self-awareness
      Decision-making
      Attitudes and appreciation
      Economic awareness
      Educational awareness
      Career awareness
      Beginning competencies
      Employability skills

2. Role-play.

   a. Trainer shall distribute definition sheet of eight elements (see Worksheet IV). Give group a few minutes to read it to themselves.

   b. Explain to the group that you have five role-play situations designed to illustrate the eight elements of career education (see Worksheet V). Each situation calls for two participants.

   c. Break the group into pairs, and distribute one set of cards to each pair. Give Card A to one, Card B to the other.

   d. Tell them they have seven minutes to prepare the role-play, and 12 minutes to present it.

   e. Reassemble the group after seven minutes.

   f. After each role-play, ask the participants for the major ideas that they incorporated into their definitions of their element(s). Trainer will write down these key words under the appropriate heading on the board. Solicit other suggestions or key words from the whole group. Add these to the list on the board. For example:

      Self-Awareness Attitudes & Appreciations Decision-Making etc.

C. ***What Is Career Education Infusion?***

Statement of Purpose:

Possible correct definitions of career education infusion are numerous, but a discussion of the definition will serve to focus the group's attention on the process to be learned. It should also point up some of the differences between career education and vocational education, two things that many people persistently confuse. The two strategies suggested below are alternative strategies. Unless the group is having severe problems with the definition, use of both strategies would be unduly repetitious.

1. Group definition of career education infusion.

   This strategy is more detailed and time-consuming than strategy 2. It is best suited to a group which is a little shaky in its basic definition of career education. Responses should include mention of the eight elements of career education, the use of resources, the student-based approach, and the use of "hands-on" activities.

   a. The Trainer shall ask each person in the group to write a definition of the term "career education infusion" on a piece of paper. Allow five minutes.

   b. Divide your group into informal triads or groups of four or five. Ask them to select a recorder, and then have each person read his or her definition to the sub-group. Explain that after all the definitions have been read, each group will develop one comprehensive definition. The recorder will then write that definition on either a large pad or the blackboard.

   c. Once all the definitions are written, they should be read aloud, and the Trainer should underline the key words or ideas of each group's definition.

   d. As a summary, emphasize the major areas covered, and add any key aspects that were omitted.

   e. *Optional:* The Trainer may wish to have one composite definition, composed of the underlined words, typed up and distributed to the group.

2. Word association.

This strategy is a little less structured than the preceding one and may also prove to be somewhat amusing to the participants (see the example below).

a. Tell the group you're going to go around the room and ask each one for the first word that comes to mind when given the word "infusion". JUST ONE WORD—Time for explanation later.

b. Quickly write down each person's word on the large pad or board.

c. Return to the person with whom you started, and ask that person to explain his word further if he wishes.

d. When everyone has offered an explanation of all the words, ask the group if they can come up with a concise definition of "career education infusion," incorporating all their ideas.

e. Help the group arrive at the definition (if they have missed anything crucial, suggest it or attempt to elicit it) and record the final result on the large pad or board.

f. You may wish to copy down the definition and have it duplicated and distributed.

Example: "When you hear the word 'infusion,' what is the first word that comes into your mind?"

Result: Blood
Injection
Incorporation
Tea

Trial definition: The injection or incorporation of life's blood and not tea into a lesson.

Second trial definition: To inject or incorporate career education elements into a lesson.

Final definition: The injection into the classroom of hands-on experiences for the purpose of developing values, determining life-styles, utilizing skills, and processing occupational data.

D. ***The Affective Component.***

Statement of Purpose:

The practice of "guidance in the guidance office and teaching in the classroom" has proved to be an ineffective and inefficient method of exploring the self-awareness, decision-making, and attitudinal aspects of the student's growth. It also stifles the growth of the teacher and counselor, and creates unnecessary friction between staff members. You should focus on the advantages of the teacher and counselor working together, as well as on strategies to enable the teacher to infuse subject-oriented lessons with the affective elements of self-awareness, decision-making, and attitudes and appreciations. In addition, it is necessary that teachers understand that values-oriented lessons are for the purpose of assisting students to explore their own values. Imposition of the teachers' values on the students defeats the basic purpose of affective infusion. Several value clarification exercises for the teachers are included below in order to assist them in identifying their values so that they can avoid the possibility of inadvertently imposing them on the students. If you have not had previous experience with value clarification techniques, it may be advisable to use a guidance counselor as group leader when implementing these exercises.

Strategies:

1. The fact, concept, and value levels.
   a. Duplicate Worksheet VI, *Examples of Fact, Concept, and Value Level Questions.* Distribute it at the end of the preceding session, and ask the participants to read it before they return for this session. (You may also wish to copy and distribute sample lesson 1.)
   b. Inform the group that you are to discuss the affective component. Elicit the three affective elements and list them on the pad. Ask the group what these elements have in common. Elicit the fact that they are concerned with the students' development as a person. Point out that lessons may be addressed on a values level as well as on a fact or concept level. Give a quick example of your own. Ask group members to volunteer concept level questions from their own subject areas and to then add related value level questions. Have them write the questions on the large pad. Ask the group to assist the volunteers if they have trouble thinking of value level questions. (At first glance, it may appear difficult to relate such questions to math and the physical sciences, but it is possible in any subject matter area. It is simply a question of putting the original concept in a values context. For example, geometry problems may be put into an architectural context, and the student asked to make life-style choices based on his values. In chemistry, techniques of measuring ph can be related to the increasing acidity of rainwater and its possible effect on the environment, and the student asked to decide the relative merits of building a factory that will lower unemployment slightly, but which may reduce food output, and not building it, etc., etc.) Go around the room and make sure everyone does at least one example.

2. Who Am I? (In the following three exercises the feedback, analysis, and clarification of what the exercise has meant to each individual is the most important part of the experience. Once again, if you have not had previous experience in working with value clarification techniques, we suggest that you use a teacher or a guidance counselor who has had such experience to assist you in debriefing the participants.)

   a. Each group member will draw his/her "Coat of Arms" or will receive a copy (see Worksheet VII) prepared by the group leader. They will be told that no explanatory words are necessary (except in #6) and that drawings may be explicit or symbolic. The quality of the drawing is unimportant.

   b. When group members have completed their "Coat of Arms," the group will reassemble and the members will share and discuss the content of their drawings, one category at a time.

   c. Feedback should focus on the variety, range of, and differences in personal needs, satisfactions and goals. Also such questions as: "Am I using my strengths?" "Am I setting goals and working toward them?" "Am I in control of my life?" should be discussed.

3. Values—Taking a Stand.

   The teachers will participate in a technique designed to elicit values from students and a technique for handling value polarities among students.

   a. Social Barometer.

      i. Each teacher will receive a copy of the "Group Checklist" (see Worksheet VIII) and will write a "+" next to the seven groups which "I like most" and a "-" next to the seven groups which "I like least."

      ii. The material for a social barometer will be placed at the front of the room and its use will be explained to the teachers.

      A social barometer is a scale about 12 feet long (use newsprint and magic marker or chalkboard and chalk), which runs from "dislike" via "indifferent" to "like."

      /_____/_____/

      Dislike Indifferent Like

      Individuals show their attitudes by standing at different points in front of the scale.

      iii. The teachers will participate in the social barometer exercise. The items to be measured will be feelings about the groups on the "Group Checklist." As the groups of the checklist are called out the teachers stand in the appropriate places of the scale. Most likely, widely varying values will become apparent.

      iv. Feedback on the social barometer exercise should include understanding and acceptance of the variety of values, and analysis of motivation for strong likes and dislikes of certain groups.

b. Consensus.

i. The instructor will pose the following problem to the group: "You are students in a class. The teacher has said that you may choose two groups from the Group Checklist. You are to make a class presentation to honor those two groups."

To make the choice of the two groups easier, the instructor will break up the whole class into three or four small groups of about six members each. Each small group is told to arrive at a group consensus of five choices for the class presentation.

iii. When each group has agreed on its five choices they will appoint two negotiators who will represent the group in a negotiating session to choose the final groups for the class presentation. The small groups will be told that they may call back their negotiators for consultation if necessary.

iv. Feedback should center around how a group makes decisions, the individuals need to compromise, etc.

4. Values.

The teachers will identify the values in life that are most important to each of them.

a. Each teacher will have $2,000 to spend at the "auction."

b. The teachers will look over the list of values to be auctioned and will write down their tentative bidcing priority. They may not exceed the total sum of $2,000.

c. The instructor will auction off the items listed. Teachers will bid for the items they want.

d. Feedback should center on each individual's pirorities, the need to be flexible and compromise, how with each individual single values seem to expand to encompass all of the remaining values, and any other relevant observations.

Possible Auction Items

1. health
2. good sex life
3. financial security
4. fame
5. travel
6. power
7. extreme wealth
8. love
9. creativity
10. inner peace
11. long life
12. happy marriage
13. cosmic awareness
14. athletic prowess
15. wisdom

E. ***Career Implications of Subject Matter.***

Statement of Purpose:

The purpose of this section is to show the relevance of classroom skill development to on-the-job skill usage. Many teachers do not realize the career implications of their subject matter. By the same token, many do not realize that what they teach may not be of use in the future. Through direct contact with workers and utilization of factual information, the teacher can update and improve the meaning and application of what is being taught. (If your time is limited, this section can be omitted.)

1. "Living witness" visitation.
   a. The Trainer should set up an appointment with a resource person from the community or immediate business world to give a presentation to the workshop group.*
   b. Mail a checklist to the resource person to ensure an appropriate presentation. In addition to the checklist, a confirmatory letter with the particulars of the workshop session should be sent. You may create your own checklist, or use the one in Worksheet IX.
   c. The resource person gives the presentation to the group.
   d. After the presentation, the Trainer again takes over the group, and asks the group to generate a list of skills from their subject areas that are utilized in the occupation just presented or in related occupations. The Trainer may also wish to note, where applicable, the interdisciplinary use of many skills.

2. Librarian presentation.
   a. The Trainer shall ask each member of the group to list three careers that interest him. This should be done prior to the workshop session, as the librarian will need several days to prepare.
   b. Send the list to the librarian, detailing the focus of the presentation. It is important that the librarian emphasize skill usage, as well as resource use. Have the librarian include pamphlets, magazines, books, audio-visual equipment, and occupational briefs emphasizing skills needed for the jobs on the list.
   c. Schedule the next workshop session to be held in the library.
   d. Following the presentation, the Trainer or the librarian can point out that this procedure can also be used with students for beginning an exploratory assignment.

*An alternative approach to this strategy is for the group to visit the resource person at his place of work. This is more difficult to arrange, but if done right, can be very valuable.

3. "Where do you think that will get him?"

   a. The trainer shall show the group the General Electric poster (see Worksheet X).

   b. Have group brainstorm a list of the jobs that could result from the interests of the student shown in the poster. Write each job on the large pad or board.

   c. Pick one or two occupations from the list, and ask the group: "What skills are needed on this job?" Have group brainstorm and make a list of all the suggestions.

   d. Now read each skill from the list, one at a time, and ask the group if this is a skill that is taught in school. If it is taught in school, put a checkmark next to it. If it isn't, ask the group if it could be taught in school. If yes, put a plus (+) next to it. Make sure you cover the whole list.

   e. Distribute checklist (see Worksheet XI). Ask each group member to choose from the list a skill which they cover in their subject area. If there is none on the list, ask them to choose another skill that they do cover in their subject area and to complete the form.

   f. Ask if anyone has had problems with the checklist. Then ask for volunteers to give feedback to the group on what they have written. Ask if the group wishes to volunteer any additional ideas that might apply.

   g. Give each group member a few blank checklists, and ask them to each fill out two or three before the next workshop session. You may wish to follow up individually, if possible, before the next session.

F. ***The Infusion Form.***

Statement of Purpose:

This form is to be used in developing career education infusions. It is simply a standard format to work from in explaining and developing infusions. Two copies of it appear as Worksheets I and Ia. Duplicate at least three copies for each participant before the workshop. It is wise to prepare for teaching the infusion process by asking the participants to bring copies of two regular lesson plans. The lessons should be ones that they plan to teach in the next 1-3 weeks. These lessons can be used as the basis for developing career education lessons.

1. The Curriculum Concept (Aim), and the Element and Objective.

   Strategies:

   a. Distribute copies of the infusion form to each participant, explaining that it is the basic format that they will use in developing their infusions. Ask them to fill out items 1-4 on the form, and to complete item 5 by entering the "aim" of one of the two lessons that they have brought with them. The element is a focal point for infusion. Basically, Element + Curriculum Concept = Objective. However, in many cases an element is clearly implicit in the curriculum concept, and in such cases infusion is simply a matter of approaching this element from the perspective of the students' values and behaviors.

   b. Preliminary Individual Development of Objectives.

      i. The Trainer shall ask each participant to write a curriculum concept (aim) for his subject area.

      ii. Ask everyone in the group to choose an element, and to enter that choice on the form under "element."

      iii. Write the equation "Element + Curriculum Concept (Aim) = Objective."

      iv. Ask each person to translate that equation in terms of what he has written his form, by producing an objective which contains both element and curriculum concept.

      v. Instruct each person to <u>underline once</u> the regular curriculum concept part of the newly written career education concept, and <u>underline twice</u> the part that focuses on the selected element.

      vi. Spot check by asking a few people to write their objectives on the pad and tell which part they double underlined.

      vii. Ask the group to focus their attention on the double-underlined part of the objective.

      viii. Ask each member to write one or two student behaviors—verbs denoting action (not specific objectives)—that would show that the student accomplished what was double-underlined, and tell them that these will be used later.

c. Format of the Objective.

Objectives written in the format which follows are intrinsically precise and based on measurable student reactions. For this reason they are extremely valuable. However, they occasionally arouse negative reactions and frequently seem difficult for some members of the group to assimilate thoroughly. Although SPICE feels that this format is extremely worthwhile, the group leader should be careful not to become involved in this aspect of the workshop to the exclusion of others.

i. Tell the group that you would like them to watch you while you do two things. Pantomime the difference between active and passive. Light three matches, blow them out, and drop them in the ash tray, or simply write the words "performance," "condition," "extent," on the pad. Then sit quietly in a chair for about 30 seconds.

ii. Ask the group to describe what you were doing. When they say that you were sitting in a chair, inform them that you were actually mentally going through the steps of making a nice, tall, cool gin and tonic with a slice of lime floating on the top.

iii. Ask for a volunteer to duplicate your performance. When the duplication of the tasks has been completed, ask the group to evaluate whether the first task was done correctly. Then ask if the second was done correctly, and elicit the response that it is impossible to evaluate whether or not the subject was really thinking of making a gin and tonic.

iv. Ask the group how they would test the subject's ability to make a gin and tonic that would satisfy them—by having the subject make it, and having them test it. (Write the word "performance" on the pad, if you have not already done so.) Under the word "performance," write "will make gin and tonic." Ask what ingredients are necessary (write "condition" on pad to the left of "performance"). When ingredients are given, write "given a glass, ice, tonic, gin, and lime." Then write "extent" to the right of "performance" and ask what the best way is to judge whether or not the product is satisfactory to them. In this case it is obviously whether they like it or not. Elicit guidelines "satisfies all group members," seven out of ten group members, etc.

v. Ask the group if there is anything else which should go under "extent." If there is no response, ask them how long they think they should wait for the subject to make the drink, and enter this response.

vi. Sum up by turning the pad and writing and explaining the following. Give examples ("From memory, the student will list four of the first five presidents of the United States," etc.).

Condition	**Performance**	**Extent**
"Givens" materials	active verbs	time limits boundaries % correct

Stress that words like "understanding," "appreciating," "learning" are proper in the curriculum concept, but that the objective should focus on what measurable accomplishments the students have gained as a result of the lesson. The object of this format is to force a focus on student behavior.

vii. Ask participants to verbally run through the format, first having different persons supply examples of performance, condition, and extent, and then having them quickly produce entire objectives. When this has been done, ask them to look at the evaluation section of the form. Point out that evaluation and objective are identical.

d. Group Development of Objectives.

i. Divide the group into triads.

ii. Assign one element to each group. (Do not use Beginning Competencies.)

iii. Ask each member to write a curriculum concept for his subject area that could be related to the group's element. (Tell them not to use either of the ones that are contained in the two lessons that they have prepared.)

iv. Tell the group that their task is to help each other write objectives for their curriculum concepts.

v. Circulate among the groups and hear the objectives.

vi. If time permits, you may wish to rotate elements among the triads.

vii. When each triad seems to have grasped the principle of objectives, ask the members to return to the infusion form and to the active verbs that they selected in strategy B. Ask them to assist each other in developing objectives for the lesson infusion that they have been working on.

viii. When they have finished, reconvene the group and check by having some individuals write their curriculum concepts and objectives on the pad, and going over them with the entire group.

2. Activities and Resources.*

Statement of Purpose:

The activities carry out the objective. Emphasis should be placed on role-playing, case analysis, student-devised audio-visual materials, simulations, dramatizations, interviews, etc. Encourage your group to be creative and use its imagination. It's easier and more worthwhile to tone down a "far out" idea than to breathe excitement into a staid one.

Resources are tools used in carrying out the activities planned for a specific lesson. Appropriate resources will bring the world of work and the classroom into a closer and more relevant relationship. Emphasis should be on human resources as well as material resources. Resources include: parents, other faculty, community and civic institutions and personnel, business and industrial sites and personnel, films, filmstrips, videotape equipment, tests, industrial literature, and business and other publications, etc.

If the district has a resource coordinator (as do Districts 11, 16, and 31 in New York City), this person can be extremely helpful in obtaining human resources. Open Doors publishes a *Guide to Business Resources Available for New York Schools,* which has a separate volume for each borough. These guides are also exceedingly useful. In writing curriculum, one should provide detailed information about cited resources. This means complete bibliographies or bibliographic references, as well as worksheets, sketches, etc. Other teachers will then be able to use these resources effectively and efficiently.

*For a complete discussion of the use and development of resources, see SPICE's "How-To" guide #4: How To Develop and Use Community-Based Resources.

Strategies:

a. Have an experienced career education teacher briefly discuss different types of career education activities, illustrating each activity by describing its use in a different lesson in his school. In choosing examples he should attempt to cover the widest variety of subject matter areas possible. The value of interdisciplinary lessons should be pointed out, and an example of an interdisciplinary lesson should be discussed. (Part III contains several examples.)

b. Question-and-Answer Quickies.

   i. The Trainer should throw out quickly "What if..." in an attempt to determine what, who, and how resources pertain to activities planned for a lesson. Ten examples are given below.

      (1) You're doing a lesson on the banking system, and you need a commercial bank questionnaire and a teller. What do you do?

      (2) You're doing a lesson on the biology laboratory. Whom would you contact, and what might you ask him to bring?

      (3) You're doing a lesson on the principles of TV production. You need samples of TV and/or film commercials, film equipment, and video port-o-pac equipment. How might you get these things?

      (4) You're doing a lesson on fashion design. You need biographies of fashion designers and a guest speaker (fashion designer). Where would you go first?

      (5) You're doing a lesson on nutrition. Whom would you want to come in besides a dietician? Where might you find this person?

      (6) You're doing a lesson on construction and you want the kids to have a "hands-on" experience. What could you do?

      (7) You're doing a lesson on opera. You need a field trip to an opera, and recordings and films of an opera. How would you get them?

      (8) You're doing a lesson on values and interests. What do you need?

      (9) You're doing a lesson on job sources. You've already included newspapers, letters of application, and the Yellow Pages. Whom might you bring in as a speaker and what would you ask him to focus on?

      (10) You're doing a lesson on communication skills. You plan a field trip to the New York Times building. You need samples of office memos and other examples of behind-the-scenes communications. Whom would you call?

   ii. Ask the group what categories their answers fall into. (Elicit people, places, things.)

   iii. Ask for a volunteer to describe an activity he has used that has no resources in it.

   iv. Have the group brainstorm a sample list of resources for that activity under each of the headings given above.

c. Maximizing the Value of Guest Speakers and Field Trips.

Ask the group what two things are necessary to assure the maximum benefit from the use of career education guest speakers and field trips. (No more than 5-10 minutes should be spent on this.)

Elicit the following:

i. *Pre-planning.* Determining your own specific goals, and the appropriateness of this resource to them. Informing the resource of your precise objective and the level of your students and working out a detailed agenda beforehand. Make sure that your students have not already covered this area in another class—if they have, either use another resource, or make sure that the focus of the activity is either different or on a more sophisticated level. Preparing the class with related in-class activities and/or homework, and making sure that the focus of the activity is clear to them beforehand.

ii. *Follow-up.* Discussing what was learned, and making this information the basis for a follow-up activity. Sending a thank-you note.

3. Evaluation.

Remind the group that the evaluation should be essentially the same as the objective. Now have them complete the infusion lesson that they began earlier by adding the activities, the resources, and the evaluation. Check by having volunteers present their lessons to the group on the large pad or blackboard. Get feedback from the group on these lessons. Elicit corrections, improvements, etc.

G. ***Summary Infusion Activity.***

Statement of Purpose:

Each member of the group has now created one infusion lesson. What they now need is practice and reinforcement. It is essential that an opportunity for this be provided before the end of the workshop or the material covered may never be thoroughly digested. It is suggested that the group be re-divided into triads, so that the individuals can reinforce each other in their development of another lesson plan.

Strategy:

Writing a Second Lesson Plan.

1. Copy Part I, Section F, *Lesson Plan Review and Evaluation*, before the workshop. Distribute it at the start of the session and tell the participants that they may find it a useful summary of how to use the infusion form.
2. Distribute another copy of the infusion form.
3. Ask the participants to take out the second lesson that they have prepared for the workshop. Tell the participants that they may work on infusing this lesson (in triads) or on developing an interdisciplinary unit with other participants. Those who do not elect to work on an inter-disciplinary lesson should be divided into triads. The group leader should attempt to assure that each triad contains one individual who appears relatively proficient and one who may be having problems.
4. Inform the group how much time they have to complete the lesson (allow about 1-1½ hours). Tell them that if they can complete more than one lesson in that time, it would be very welcome.
5. Tell them to use the other members of the triads to assist them in writing their individual lessons, and that you will float from group to group to give any additional assistance that they need.
6. When they have completed their infusions, ask them to present them to the entire group. Elicit feedback from the group and encourage suggestions as to additional or improved objectives, activities, etc.

H. ***Evaluating the Workshop.***

If you decide to implement a career education curriculum development workshop, you must keep in mind the necessity of receiving feedback from the participants. Evaluation is not just a summary judgement. Evaluation procedures can provide you with the information necessary to continually improve the quality and process of your work. Below are some suggestions for procedures to follow to incorporate evaluative review and feedback into your workshop.

1. Feedback through group brainstorming—at the end of your workshop ask the trainees to respond to some of the following questions:
   a. What were the three most important things that I learned from these sessions?
   b. What expectations did I have for these sessions which were not fulfilled?
   c. What would I like to see changed in future workshops?

      Content?
      Structure?
      Leadership styles?

   d. Do I feel competent to create career education infusion lessons?
   e. How might I get additional information or skills I think I need?
   f. Overall, did these workshops meet my needs and expectations?

   You should have someone make a summary record of this information if you wish to use it to modify future workshops.

2. Feedback through the individual questionnaires.
   a. *Pre-workshop.*

      Ask each participant in your workshop to complete a short questionnaire at the very beginning of the workshop. A great deal of the success of a training program depends upon a mutually held set of expectations on the part of the leader and the group. Using a pre-test questionnaire format the leader can gain information as to the group's goals while there is still sufficient time to correct for any incongruency. Worksheet II is a sample of a pre-workshop questionnaire. (This information is usually better gathered verbally if time permits—see Section A.)

   b. *Workshop Rating Forms.*

      Following each workshop you should receive feedback from the participants. This feedback in questionnaire form would attempt to elicit from the trainees their views as to the content, structure and outcomes of the program. If workshops are of multiple sessions, you might wish to gather this information after each session, in addition to using a final session summary questionnaire. Use of a questionnaire after each session may enable you to identify and react to problems more swiftly.

      Worksheet XII is a sample *workshop* rating form. This form would have to be revised if you wish to use it after each session.

3. Other types of evaluation procedures you might wish to explore are interviews, simulations, cognitively-directed quizzes or examinations.

4. Finally, you should review all lesson plans produced during your workshop. This can provide information as to the quality and quantity of work done, and may suggest areas in which the group needs additional work. Guidelines for the review of lesson plans can be found in the first part of the book.

I. ***Summary.***

Q. What is career education infusion?

A. It is the process of integrating material in the existing curriculum with both its possible applications outside of the classroom and the needs, values, perceptions, and personal development of the individual student; and thus revitalizing it. It may also be defined as the injection of one or more of the eight elements of career education into existing curriculum.

Q. What are the eight elements of career education?

A. The eight elements of career education are basic components of a person's vocational and avocational pursuits. The names of these elements are self-awareness, career awareness, decision-making, attitudes and appreciation, economic awareness, educational awareness, beginning competencies, and employability skills.

Q. Can any lesson be infused?

A. Yes.

Q. Why is the affective component an important part of career education?

A. Any attempt to have the student internalize curricular material as something meaningful to his own life must deal with his needs and values. The development of the student's perceptions of himself, society, his relationship to society, and his interaction with the world around him are fundamental to the role he will play in the working world. Traditionally, responsibility in these areas has been left solely to the guidance counselor. Career education emphasizes that decision-making, self-awareness, and attitudes and appreciations are a part of every subject. The guidance counselor's role of being a valuable resource to all teachers is strengthened.

Q. How does career education infusion deal with skills taught in the classroom?

A. A career education infusion approach encourages teachers to relate their subject area skills to those used in the world of work. Its primary objective is to furnish the student with the most direct experience possible of the material that you wish to cover and its career applications.

Q. What are the components of a career education infusion?

A. Curriculum Concept (Aim), Element, Objective, Activities, Resources, and Evaluation.

Q. What major areas should be covered in a workshop designed to teach the infusion process?

A. The eight elements of career education, the affective component, and the components of the career education infusion form.

Q. How does the Trainer best keep up with the needs of his or her group?

A. By conducting some type of on-going evaluation processes, being flexible, and using the results of the evaluation to modify the program when necessary.

III

SAMPLE CAREER EDUCATION INFUSION LESSONS

SAMPLE LESSON I

STATE PROJECT TO IMPLEMENT CAREER EDUCATION (SPICE)

SAMPLE CAREER EDUCATION LESSON PLAN FORM

1. TEACHER: Edward Henrion, Jess Resnick 2. SCHOOL: Erasmus Hall High School

3. SUBJECT AREA & GRADE LEVEL: Art/Mathematics 10th—11th 4. DATE: _____

(Unit format—four or five 40-minute classes plus homework assignments.)

5. *CURRICULUM AIM (CONCEPT):* Architectural Design (Art)

6. *CAREER EDUCATION ELEMENTS:*
Self Awareness
Educational Awareness
Decision-Making
Attitudes and Appreciation
Career Awareness

7. *OBJECTIVES:*

— Students will be able to explain the architectural needs of their future family.

— Students will be able to identify at least three problem areas in architectural and community planning.

— Students will be able to identify at least two differences between the roles of an architect and a client.

— Students will be able to explain the interrelationship of mathematics and architectural design.

— Students will be able to compute the interior volume of a room or house.

— Students will be able to translate a cubic volume of feet into inch equivalent using a scale 1' = ¼".

— Students will be able to compute a space-cost factor within a given budget.

— Students will be able to explain how the floor plan relates to their family needs.

— Students will list and explain three vital services their community will need.

— Students will list two reasons for choosing their land site.

— Students will identify and discuss at least two favorable features in a neighbor's architectural design.

— Students will be able to identify at least two kinds of problems which the architect must deal with. Explain.

— Students will be able to identify the career cluster for architectural design. (Construction.)

8. *PROCEDURES OR ACTIVITIES:*
(In order of use)

Introduction Students will be asked to pretend they are married. They will be given a previously prepared questionnaire asking such questions as:

—Do you believe both you and your spouse should work? Why? Why not? (Teacher will lead a discussion on the relative merits and demerits of same.)

—Would you like to have children? If so, how many? Why?

—List all of the rooms you believe your house will require.

—Given a choice of locales (and a hypothetical cost concomitant), where would you like to live; in a large city, in the suburbs, in a small town or in the country? Why?

1. Teacher will explain the overall goals of the project and groundrules.
2. Math teacher will explain three basic math concepts:
   a. Volume computation.
   b. Space-cost budgeting.
   c. Scale—1' = ¼".
3. Each student will be expected to play two roles: architect for another student client and client for an architect. (Note: Roles cannot be reciprocated.)
4. As an architect, a student must consult with his or her client, determine needs (from questionnaire form), draw up floor plans to scale, have them approved by client and construct a model house. (Scale 1' = ¼".)
5. Each client will buy a plot of land (construction paper) at approximately $3 per square foot. Total budget, including land and house if $40,000. House cost will run approximately $3 per cubic foot.

9. *RESOURCES:*

BASIC TEXT_____

_____

Materials—class supply of 11 x 14" construction paper. Class set of scissors. Class supply of Elmers or Sobo glue.

Personnel—If available, a practicing architect.

8. *PROCEDURES OR ACTIVITIES* (cont'd)
(In order of use)

6. Teacher will act as an arbitrator should irreconcilable differences between client and architect arise.
7. A possible value-clarification exercise can be employed after floor plans have been drawn up but prior to model construction: Due to investment loss, $4,000 must be subtracted from the budget. What changes in their design will they make? Why? (Optional problem)
8. For possible "extra credit," students who finish their role requirements can design and construct public service utility buildings such as firehouse, police department building, hospital or shopping center, etc.
9. When all models have been completed and community locations determined, students will be asked to report to the class on their projects. They must be prepared to defend their final design.

9. *RESOURCES* (cont'd)

10. *EVALUATION:*

In addition to displaying their projects and explaining same for other classes, students may be given a questionnaire (pre-post) based upon five or more of the stated objectives.

Sample interviews can be conducted with students as to their reaction to the problem and suggestions for the future. This kind of an evaluation device can be recorded on audio tape and, if equipment is available, recorded on 8mm film or TV tape along with their models for future use.

Random question and answer format can be used during the students' class presentation.

SAMPLE LESSON II

STATE PROJECT TO IMPLEMENT CAREER EDUCATION (SPICE)

SAMPLE CAREER EDUCATION LESSON PLAN FORM

1. TEACHER: Eileen Solomon 2. SCHOOL: Evander Childs High School

3. SUBJECT AREA & GRADE LEVEL: Mathematics 11th 4. DATE: _____

5. *CURRICULAR AIM (CONCEPT):*

Topic: Scientific Notation

1) To have students understand the use of scientific notation.
2) To have students write numbers in scientific notation.
3) To have students discuss as many occupations as possible that use scientific notation.

6. *CAREER EDUCATION ELEMENTS:* Career Awareness
Beginning Competency

7. *OBJECTIVES:*
1) The student will discuss important uses of scientific notation in the world of work and identify occupational fields that utilize the skill of scientific notation.
2) The student will correctly use scientific notation, and change numbers from decimal notation to scientific notation, and scientific notation to decimal notation.

8. *PROCEDURES OR ACTIVITIES:*
(In order of use)

1) Discuss (a) Need for shorthand in Math and Science.
(b) Occupations that use some sort of shorthand.
2) Have students name some occupations that deal with large and small numbers.
3) Ask why these occupations might need a shorthand method for writing numbers.
4) Introduce scientific notation.
5) Have students change numbers from decimal notation to scientific notation and scientific notation to decimal notation.
6) Have students perform operations with scientific notation.
e.g. (a) $(3.1 \times 10^4)(2 \times 10^7) = 6.2 \times 10^{11} =$ 620,000,000,000
(b) $\frac{8.4 \times 10^2}{1.2 \times 10^5} = 7 \times 10^{-3} = .007$

9. *RESOURCES:*
BASIC TEXT Algebra Two and Trigonometry, pp. 583-586

1) Written exercises in textbook:
p. 585 #17, 18, 20, 21
p. 586 #47, 48, 52, 27, 32, 35
2) Contact people in the field Guest speakers
3) Field trip

8. *PROCEDURES OR ACTIVITIES* (cont'd)
(In order of use)

7) Guest speaker.
   e.g. (a) Contact Junior American Astronomers' Association for prominent scientist in the field of astronomy or physics.
   (b) Contact John Jay College for a guest speaker.

8) Field trip.
   e.g. (a) Laboratory at Brookhaven, L.I.—lectures and tours by nuclear physicists and chemists.
   (b) Department of Health.

9. *RESOURCES* (cont'd)

10. *EVALUATION:*

1) Assignment—written (skill)
   (a) Textbook—Algebra Two and Trigonometry, p. 586, #26, 28, 33, 34, 46, 49, 51
   (b) Write three mathematic or scientific facts in scientific notation.
   e.g. There are 1.2×10^1 inches in a foot.

2) Quiz on scientific notation.

3) Project—One week from today be prepared to discuss the educational background of any occupation discussed in class.
   (a) The number of years of schooling needed after high school.
   (b) How much math and science needed?
   HINT: Contact someone in that field.

SAMPLE LESSON III

STATE PROJECT TO IMPLEMENT CAREER EDUCATION (SPICE)

SAMPLE CAREER EDUCATION LESSON PLAN FORM

1. TEACHER: M. Weingarten, H. Geller & S. Solomon 2. SCHOOL: Erasmus Hall High School Lehman High School

3. SUBJECT AREA & GRADE LEVEL: English Senior High 4. DATE: _____

5. *CURRICULUM AIM (CONCEPT):*

   To interpret the reading "The Erne from the Coast" (in IDEAS AND PATTERNS IN LITERATURE I, Knapp, Leary, Harcourt, Brace & World, Inc., New York, 1970).

6. *CAREER EDUCATION ELEMENTS:*
   Self Awareness
   Attitudes & Appreciations
   Beginning Competency

7. *OBJECTIVES:*
   1) After compieting a values clarification questionnaire, the student will state in a well-developed paragraph his/her personal view of adulthood.
   2) Having developed a personal concept of adulthood, the student will write a well-developed paragraph discussing the effect his/her concept of adulthood will have on eventual career choice and life-style.
   3) Given a short-answer test, student will demonstrate an understanding of the story.

8. *PROCEDURES OR ACTIVITIES:*
(In order of use)

ACTIVITIES FOR SESSION ONE:

Introduction: Since the lesson is in the affective domain, it is suggested no aim be discussed with the students. Begin class by administering the following values clarification questionnaire. Be sure to emphasize that it is one's opinion and there is no right or wrong answer.

Values Clarification Questionnaire

Directions: This form asks you to give your opinion on several statements. Rank the three choices 1, 2 and 3, with "1" being your first choice (most preferred) and "3" as your least preferred choice.

1. When I become an adult I will be able to:
   ____support my family.
   ____have a mature relationship.
   ____be successful in my job.
2. An adult:
   ____knows how to deal with his feelings.
   ____is able to make his own choices.
   ____is able to control other people.
3. I will see myself as an adult.
   ____when I am married.
   ____when I am out of school.
   ____when I have a job.
4. An adult is someone:
   ____who can complete a job without supervision.
   ____who can handle an insult without "getting even".
   ____who can budget his/her money.

Have students discuss their responses to the above questions to help them understand how their own responses relate to their own values systems. (NOTE: This exercise is to clarify values and not to lead to an evaluation or judgment of student's response by members of the class or the teacher.)

Summary: Based on the values clarification exercise and discussion, students will state their personal views of adulthood.

9. *RESOURCES:*

BASIC TEXT Ideas and Patterns in Literature I, Knapp & Leary

Values Clarification

8. *PROCEDURES OR ACTIVITIES* (cont'd)
(In order of use)

ACTIVITIES FOR SESSION TWO:

Introduction: Ask students if their parents see them the same way they see themselves.

1. Ask students how they can relate their own experiences to the above question of how Harry's father views Harry.
2. Ask students how Harry's father's view of him influenced Harry's picture of himself (e.g., father tells him he shows no sign of sense, that he should "grow up", etc.).
3. Ask students what influenced Harry's view of adulthood.
4. Students will discuss what determines a society's particular view of adulthood. (NOTE: Discuss Bar Mitzvah, walk-about, confirmation, New York's Haitian view, Chinese view, Aborigines' view, etc.).

Summary: Based on your concept of adulthood that you stated in the previous lesson, to what extent do you think Harry demonstrated mature adult qualities?

9. *RESOURCES* (cont'd)

"The Erne from the Coast"

10. *EVALUATION:*

FOR SESSION ONE: Each student will write a brief paragraph discussing his/her view of what an adult is, based on his/her own responses to the values clarification exercise.

FOR SESSION TWO:
1. Each student will write a well-developed paragraph discussing the effect his/her personal view of adulthood will have on his/her eventual choice of career and lifestyle.
2. Each student will take a short-answer test on the story.

SAMPLE LESSON IV

STATE PROJECT TO IMPLEMENT CAREER EDUCATION (SPICE)

SAMPLE CAREER EDUCATION LESSON PLAN

1. TEACHER: Carol Munsey 2. SCHOOL: Boys' High School

3. SUBJECT AREA & GRADE LEVEL: Language Arts High School 4. DATE: _____

5. *CURRICULUM AIM (CONCEPT):* To transform a short story into a radio and/or TV script.

5. *CURRICULUM AIM (CONCEPT):* To transform a short story into a radio and/or TV script.

6. *CAREER EDUCATION ELEMENTS:* Beginning Competency
Career Awareness

7. *OBJECTIVES:* The student will transform a short story into a radio or TV script.

8. *PROCEDURES OR ACTIVITIES:*
(In order of use)

Pre-session:

1. Teacher prepares a short narrative with dialogue; and a transformed version for radio and TV.
2. Teacher prepares illustrations of long, medium, and close-up TV shots.
3. Class homework assignment: Read "The Gift of the Magi" by O. Henry.

9. *RESOURCES:*

BASIC TEXT _____

_____

Sample radio scripts.

Sample TV scripts.

Pictures of various TV shots (long, medium, close-ups).

8. *PROCEDURES OR ACTIVITIES* (cont'd)
(In order of use)

Classroom:

1. Teacher distributes previously prepared short story and transformed script.
2. Class compares the two forms: What are the differences between the two forms? Has the meaning or mood of the selection changed? Has the plot changed? What are the distinctive features of each form? These items to be listed on board.
3. If "The Gift of the Magi" were transformed into a radio script, what elements *besides* dialogue do we need? Sound effects? Additional dialogue that author hasn't provided?
4. If this were a TV script, what directions would you give the camera operator? (Display examples of three different TV shots.)
5. Class is separated into teams of four writers each for script writing, monitored by teacher.
6. After a share-out of attempts one script possessing greatest potential, as measured against item list on board (see step 2) is selected as the one to be worked on by the class on the next day.
7. Homework assignment: For a radio script, prepare a list of sound effects needed. What will you use to create these effects? For a TV script, how many sets will you need? Assume that you have three cameras available, one for long shots, one for medium and one for close-up shots, how many cameras will you need? Indicate at which points you will use them?

9. *RESOURCES* (cont'd)

10. *EVALUATION:*

Production of a radio script.

Creation of a TV script.

Long-range evaluation: Production of a taped radio program.

Production of a TV show, using minimal set and one camera with three types of shots.

SAMPLE LESSON V

STATE PROJECT TO IMPLEMENT CAREER EDUCATION (SPICE)

SAMPLE CAREER EDUCATION LESSON PLAN FORM

1. TEACHER: Raymond Crapo 2. SCHOOL: Boys' High School

3. SUBJECT AREA & GRADE LEVEL: Social Studies—Economics High Sch. 4. DATE: _____

5. *CURRICULUM AIM (CONCEPT):*

   TEACHER AIM: To demonstrate the "Division of Labor"

   STUDENT AIM: To see how different kinds of workers are needed to make a Ronald McDonald's restaurant operate.

6. *CAREER EDUCATION ELEMENTS:* Beginning Competency
   Career Awareness

7. *OBJECTIVES:*

   1. Students must list the types of jobs needed to keep a McDonald's operating.
   2. Students will place the job titles in the appropriate places of function on the floor plan of McDonald's.
   3. In a culminating activity, they will place the number of each "hat" the teacher wears on a blank floor plan.

8. *PROCEDURES OR ACTIVITIES:*
   (In order of use)

   PREPARATION:

   1. Teacher will draw a floor plan of a drive-in, eat-in or out Ronald McDonald's. Floor plan will include all details, such as parking lot, trash cans, disposal pick-up, french-fry cookers, etc.
   2. Teacher will create a transparency and duplicates of the above plan.
   3. Teacher will visit neighborhood McDonald's to obtain posters, boxes, and hats described in teacher procedures below.
   4. Teacher will decorate room before lesson.

9. *RESOURCES:*

   BASIC TEXT _____

   _____

   1. A transparency of the floor plan of a McDonald's restaurant.
   2. A rexograph of the above transparency.
   3. A small supply of McDonald's paper hats with "Manager", "Cook", "Trainee", and many blank titles.
   4. McDonald's posters, ads, etc., for classroom atmosphere.
   5. Transparency projector.

8. *PROCEDURES OR ACTIVITIES* (cont'd)
(In order of use)

LESSON DELIVERY:

1. As students enter room, the teacher, wearing McDonald's hat, takes "order" of each student on McDonald's order form.
2. First competent students to enter room are given hats to take orders from other students. Teacher turns on projector, begins to tabulate order slips on board. After placing order, students are given copy of floor plan.
3. When almost all students arrive, order-taking stops, teacher stops tabulating.
4. QUESTION—Why did all of you know what to order?
   ANTICIPATED RESPONSES—Students will talk about having gone to McDonald's, advertising, image, processes, food, songs. Allow about 3-4 minutes.
5. QUESTION—(On board also) You've given us a lot of orders. If we were a McDonald's, how would we process them?
   ANTICIPATED RESPONSES—General description of how orders are assembled.
6. QUESTION—(Teacher writes) How would you list the steps needed to fill your order. RESPONSES create board list, SUBQUESTION sequences and clarifies steps.
7. STUDENT WRITING. Using floor plan transparency, volunteer student(s) place positions of people and materials in serving area on transparency. Other students follow on duplicated sheets.
8. QUESTION—Who prepares the food served?
   ANTICIPATED RESPONSES—Names of jobs—cook, manager, etc. Teacher lists these job titles.
   STUDENTS WRITE the location of these people on transparency and duplicates as step 7, above.
9. QUESTION—Who cleans up after the food is eaten?
   ANTICIPATED RESPONSES—Repeat of pattern in #7 and 8, above, repeat activities.
10. TEACHER checks individual sheets while students are writing on them.

9. *RESOURCES* (cont'd)

8. *PROCEDURES OR ACTIVITIES* (cont'd)
(In order of use)

11. SUMMARY ACTIVITY—Why doesn't everybody do every one of these jobs at McDonald's instead of just doing one job over and over again?
ANTICIPATED RESPONSES—(Teacher puts on board) should lead to idea that a fast food restaurant cannot operate without a division of labor and a management plan.
12. EVALUATION—Teacher distributes new blank duplicates of floor plan, other materials are removed from student desks. Then, in "random" order the teacher puts on McDonald's job description hats with numbers.
The students place the number of where that person works on the floor plan. Teacher then ask students to list two reasons why jobs are specialized at McDonald's.
Assignment—list the jobs in order of skill needed, highest skill first.

9. *RESOURCES* (cont'd)

10. *EVALUATION:*

1. Students will be able to locate job description of each specialized job on a floor plan of McDonald's.
2. Students will list two reasons why jobs are specialized at McDonald's.
3. Students will write an assignment ranking all described jobs in order of skill needed.

IV

BIBLIOGRAPHY

IV. A SELECTED BIBLIOGRAPHY

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V

WORKSHEETS

WORKSHEET I

STATE PROJECT TO IMPLEMENT CAREER EDUCATION (SPICE)
SAMPLE CAREER EDUCATION LESSON PLAN FORM

1. TEACHER:_____ 2. SCHOOL:_____

3. SUBJECT AREA
& GRADE LEVEL:_____ 4. DATE: _____

5. *CURRICULUM AIM (CONCEPT):*

6. *CAREER EDUCATION ELEMENTS:*

7. *OBJECTIVES:*

8. *PROCEDURES OR ACTIVITIES:*
(In order of use)

9. *RESOURCES:*

BASIC TEXT _____

_____

8. *PROCEDURES OR ACTIVITIES* (cont'd)

9. *RESOURCES* (cont'd)

10. *EVALUATION:*

WORKSHEET Ia

STATE PROJECT TO IMPLEMENT CAREER EDUCATION (SPICE)
SAMPLE CAREER EDUCATION LESSON PLAN FORM

1. TEACHER:_____ 2. SCHOOL:_____

3. SUBJECT AREA
& GRADE LEVEL:_____ 4. DATE: _____

5. *CURRICULUM AIM (CONCEPT):*

6. *CAREER EDUCATION ELEMENTS:*

7. *OBJECTIVES:*

8. *PROCEDURES OR ACTIVITIES:*
(In order of use)

9. *RESOURCES:*

BASIC TEXT _____

_____

8. *PROCEDURES OR ACTIVITIES* (cont'd)

9. *RESOURCES* (cont'd)

10. *EVALUATION:*

WORKSHEET II

PRE-WORKSHOP SAMPLE QUESTIONNAIRE

Many workshops encounter serious problems when the desires and expectations of the participants and those of the workshop leaders differ. Therefore, we would like to begin the workshop by determining what you expect from these sessions.

1. What are the two most important things that you expect to achieve at this workshop?

   A. _____
   _____
   _____

   B. _____
   _____
   _____

2. Is there anything that you would *like* to see happen that you think is *even more important* than the two things you mentioned above?

   _____Yes _____No

   If Yes, what is it? _____
   _____
   _____

3. Is there anything that you would like to accomplish at the workshop that you do not expect to accomplish?

   _____Yes _____No

   If Yes, what is it? _____
   _____
   _____

WORKSHEET III

RANK ORDER VALUES CLARIFICATION EXERCISE

Directions:

Fill in the "rank order" values clarification exercise below. Rank responses to the questions from 1 to 3, with "1" being the first choice (most preferred) and "3" being the least preferred.

1. If I gave you $500, what would you do with it?
   Save it _____ Give it to charity _____ Buy something for myself _____
2. Where would you rather live?
   On a farm _____ In the city _____ In the suburbs _____
3. How do you have the most fun?
   Alone _____ With a large group _____ With a few friends _____
4. Which would be your job preference?
   Hard and dirty work at $80/week _____
   Clean and easy work at $40/week _____
   Dirty but easy work at $60/week _____
5. Which would you most like to be?
   Owner of a small business _____
   Employee in a large corporation _____
   Employee in a small business _____

WORKSHEET IV

DEFINITIONS OF THE EIGHT ELEMENTS OF CAREER EDUCATION

a. Self-Awareness	Achieving an increased awareness of "Self" by developing an understanding of interests and aptitudes.
b. Educational Awareness	Increasing interests and/or achievements in the educational program emphasizing the basic skill areas.
c. Career Awareness	Increasing interest and awareness of the occupations that compose the world of work.
d. Economic Awareness	Understanding the world of work and its impact on self and society.
e. Decision Making	Making successful decisions related to career and self-satisfaction.
f. Beginning Competency	Demonstrating basic competencies upon exiting from high school.
g. Employability Skills	Demonstrating a "salable skill" upon exiting from high school.
h. Appreciations and Attitudes	Developing an understanding of the contribution of work, continual learning, the arts, and leisure qualities of life in achieving social responsibility and self-satisfaction.

WORKSHEET V

ROLE-PLAY CARDS

Role-Play I

SELF-AWARENESS — CARD A

This situation calls for an interviewer and interviewee.

The role-play should be designed to illustrate the concept of *self-awareness*. Please keep this in mind as the basis for your illustration.

Situation:

You've decided to leave your teaching job in the New York City Schools for a different challenge. You're about to be interviewed by the director of a residential school for orphaned children. What can you tell him about yourself that will give him an honest picture of your abilities, attitudes, likes, dislikes?

SELF-AWARENESS — CARD B

This situation calls for an interviewer and interviewee.

The role-play should be designed to illustrate the concept of *self-awareness*. Please keep this in mind as the basis for your illustration.

Situation:

You're the director of a residential school for orphaned children. A teacher from the New York City School System has applied for a job, and you're about to interview her. Your main concern is finding out how she perceives herself as a teacher, and you want to begin the interview with the question "Why are you a teacher?" Devise questions that will best reveal her aptitudes, attitudes, likes and dislikes, etc.

Role Play II

ATTITUDES AND APPRECIATIONS AND DECISION-MAKING — CARD A

This situation calls for a conversation between two friends who need to make a decision. This role-play should be designed to illustrate the concept of *attitudes and appreciations* and *decision-making*. Please keep this in mind as the basis for your illustration.

Situation:

It's 7:30 a.m. You have just received a phone call from your uncle telling you that he has two tickets to a matinee in the city that you and your friend have been yearning to see, but the play has been sold out for months. The tickets are for this afternoon's performance, and he must know in 10 minutes if you will go. This will mean you have to miss school, since travelling to the city, parking, etc., will take up most of the morning. If you turn down the tickets, you probably won't get to see the show, since it's leaving town in two weeks.

You had three commitments for today:

1) You were going to give your classes a full-period test that you have with you at home.

2) You have a parent conference scheduled for your prep-period.

3) Your spouse, who usually drives to work in the city, had to take the train, which he can't stand. You were to pick him up at the station. His office is five blocks from the theatre. The play ends at 5:00.

You call your friend and tell her the news. How do you both decide what do do?

Role-Play II (cont'd)

ATTITUDES AND APPRECIATIONS AND DECISION-MAKING — CARD B

This situation calls for a conversation between two friends who need to make a decision.

The role play should be designed to illustrate the concept of *attitudes and appreciations* and *decision-making*. Please keep this in mind as the basis for your illustration.

Situation:

It's 7:30 a.m. Your friend calls to tell you the following news: She has just received a phone call from her uncle telling her that he has two tickets to a matinee in the city that you've both been yearning to see, but has been sold out for months. The tickets are for this afternoon's performance, and the uncle must know your decision in 10 minues. You have three things to consider:

1) You were going to visit your brother in the hospital; he broke his leg yesterday, and you told him you'd be by to visit.

2) You will have to call the babysitter, which will cost $10.

3) You were planning to have a friend over for dinner at 8:00, and you haven't even begun to cook. Although you use prepared foods, you like to show off your culinary skills when company comes.

Your friend is on the phone. How do you both decide what to do?

Role-Play III

CAREER AWARENESS — CARD A

This situation calls for a conversation between a teacher and a student.

This role-play should be designed to illustrate the concept of *career awareness*. Please keep this in mind as the basis for your illustration.

Situation:

You're a teacher who is developing individual career exploration units with each student. A student has just come in for a conference, having previously indicated to you an interest in the communications area. With the attached sheet, you help the student select one career for exploration. Together you will draw up criteria for exploration and design how the student will go about doing it.

CAREER AWARENESS — CARD B

This situation calls for a conversation between a teacher and a student.

This role-play should be designed to illustrate the concept of *career awareness*. Please keep this in mind as the basis for your illustration.

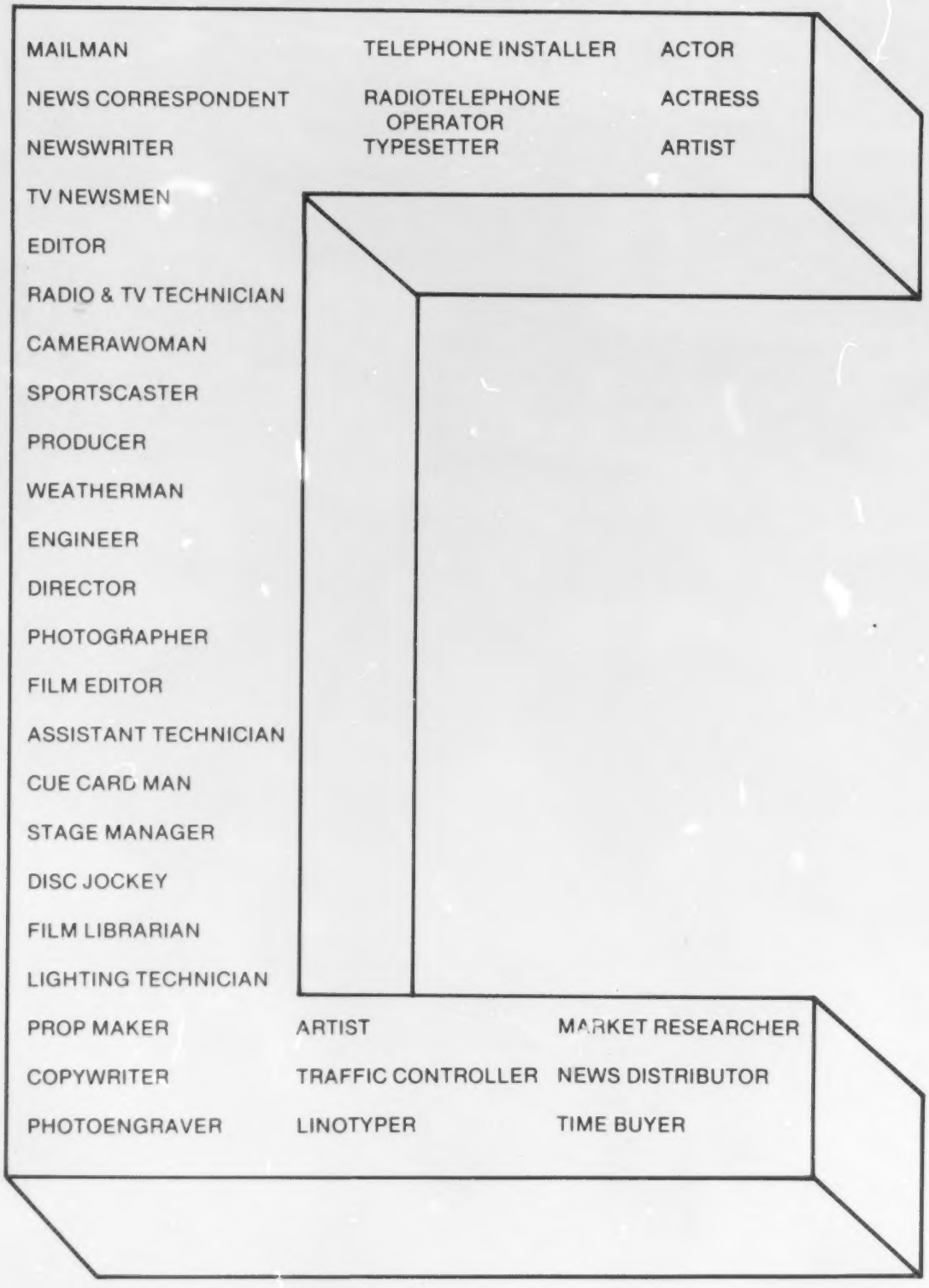
Situation:

Your teacher has given an assignment that each student must explore one career in a given cluster area. You've chosen the communications field, and it's time for your conference to plan with the teacher. With the teacher, you will select one career to explore. Together you will draw up criteria for exploration and design how you will go about doing it.

WORKSHEET V (cont'd)

ATTACHMENT — Role-Play III, Card A

THE COMMUNICATIONS CLUSTER



Role-Play IV

EMPLOYABILITY SKILLS, EDUCATIONAL AWARENESS, BEGINNING COMPETENCIES — CARD A

This situation calls for a conversation between a guidance counselor and a student.

The role-play should be designed to illustrate the concept of *employability skills, educational awareness*, and *beginning competencies*. Please keep this in mind as the basis for your illustration.

Situation:

You're a very determined and misunderstood student. You're in the 8th grade, you've been "learning" a lot of stuff, but nothing to help you in what you really want to do: drive for your uncle's trucking company.

It's showdown time with your guidance counselor. You tell her that you'll be taking the next two days off from school to drive to a small town in Pennsylvania with your uncle.

You're going to tell that counselor a thing or two! All the preparations you had to make for the trip: plotting the routes on all those maps, figuring the total miles travelled, the cost of oil, the depreciation on the truck, all so you and your uncle will know how much profit he's made.

You'll also tell her all those other things you had to take care of — your chores around the house, packing for the overnight, etc.

EMPLOYABILITY SKILLS, EDUCATIONAL AWARENESS, BEGINNING COMPETENCIES — CARD B

This situation calls for a conversation between a guidance counselor and a student.

The role-play should be designed to illustrate the concept of *employability skills, educational awareness*, and *beginning competencies*. Please keep this in mind as the basis for your illustration.

WORKSHEET V (cont'd)

Situation:

You have a conference scheduled with one of the students you counsel. All his teachers complain to you that they can't do anything with him, and that he only talks about cars and trucks.

You've called the student in because you know he's working for his uncle, who owns a trucking company.

You've decided that maybe if you had some information from the student on what he does you could speak to each of his teachers, and suggest ways they can relate these interests and aptitudes to their classwork.

As you question the student, you decide to give suggestions as to where he might be able to apply some of these skills (e.g., if he does the billing for the company, what does he need from his math class to help him?)

By the end of the session, you have definite recommendations for how school can become useful to this student.

Role-Play V

ECONOMIC AWARENESS — CARD A

This situation calls for a conversation between two friends.

The role-play should be designed to illustrate the concept of *economic awareness*. Please keep this in mind as the basis for your illustration.

Situation:

You and your best friend have been planning to drive cross-country for your six-week summer vacation.

It's now the week before your departure date. This is your only vacation for this year, and you want it to be as carefree as possible. To you, that means comfort and as few chores as possible. You must plan a budget so you can buy your traveler's checks. You and your friend are getting together tonight to do that.

ECONOMIC AWARENESS — CARD B

This situation calls for a conversation between two friends.

The role-play should be designed to illustrate the concept of *economic awareness*. Please keep this in mind as the basis for your illustration.

Situation:

You and your best friend have been planning to drive cross-country for your six-week summer vacation. It's now the week before your departure date. Your boss has just called you in and told you he must fire you. Since you've been planning on this vacation anyway, this will be your last week. You and your friend are getting together tonight to plan your expenses. Naturally, you now have new restrictions on your budget that you hadn't anticipated.

WORKSHEET VI

EXAMPLES OF FACT, CONCEPT, AND VALUE LEVEL QUESTIONS:

Segregation, the Constitution, and the Supreme Court

FACTS LEVEL

1. To what basic question do the 13th, 14th, and 15th amendments relate?
2. Summarize the content of these three amendments.
3. What principle was established by the Supreme Court in the case of Plessy vs. Ferguson? When was this decision handed down? What were its effects?
4. In what decision did the Court completely reverse its stand in Plessy vs. Ferguson? When was this decision handed down?
5. What were some of the criticisms leveled at this decision? (This would be a concepts level question if the students discovered the grounds for criticism by themselves, instead of memorizing the teacher's answer to this question.)

CONCEPTS LEVEL

1. What were the essential differences in the courses of reasoning followed in Plessy vs. Ferguson and Brown vs. the Board of Education?
2. Why didn't the Court's decision in Brown vs. the Board of Education result in complete and total desegregation?
3. What is one of the current issues relating to the question of segregation? What are some of the arguments of the two sides in this dispute?

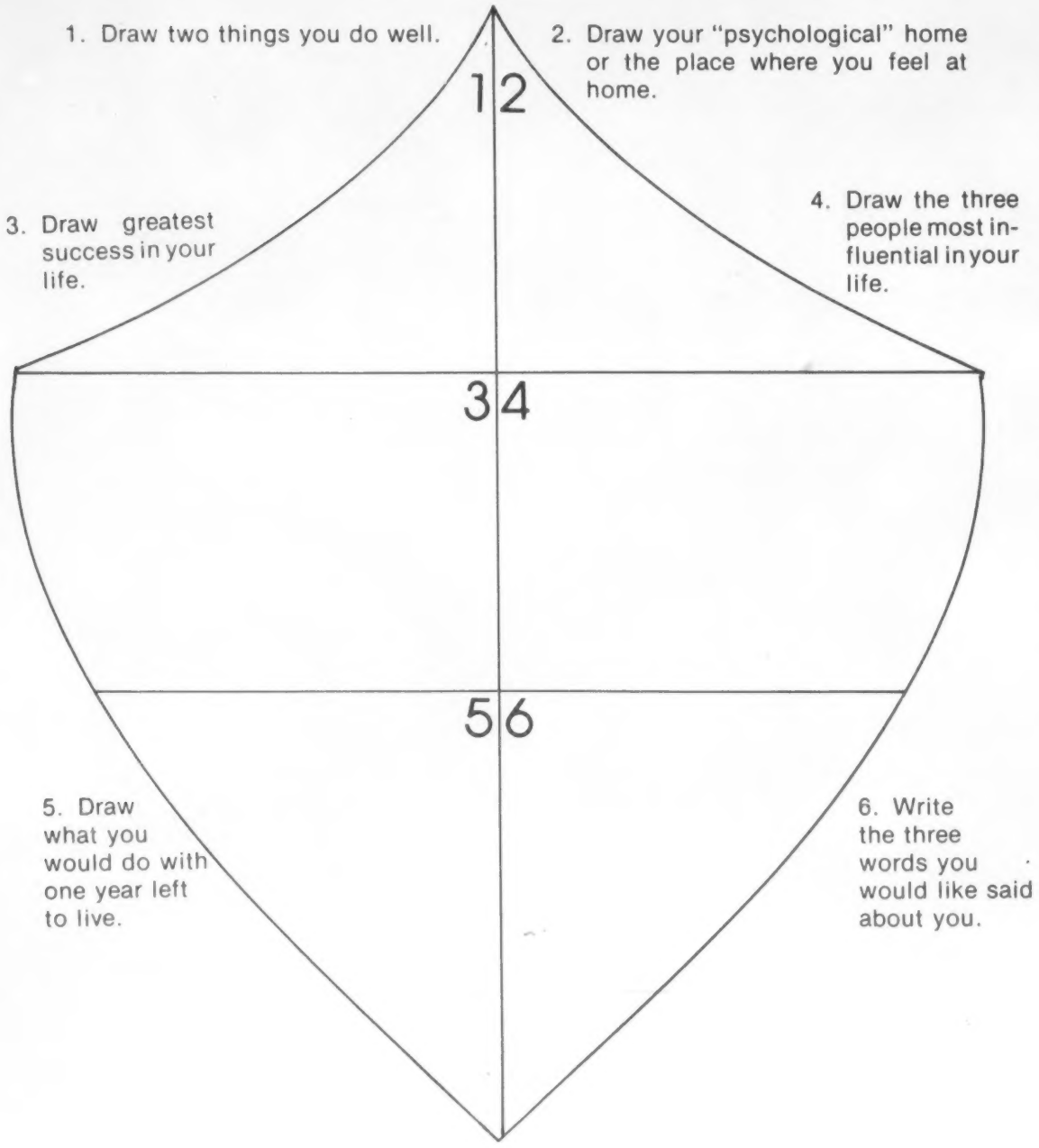
VALUES LEVEL

1. It is 1870 and you are a white person. How would you feel about the 13, 14th, and 15th amendments? Why would you feel that way? What would you do? Might this feeling depend on income level or where you lived?
2. It is 1890, and you are a black person on your way to visit a cousin in New Orleans. The conductor on your train tells you that you must move to a car reserved for Blacks. How would you feel? What could you do?
3. If you lived in Boston at the present time, what would be your position on school busing? Why would you feel this way? What arguments would the other side give? As a student, what could you do to uphold your position?
4. Here are five cases that came before the Supreme Court after Brown vs. the Board. Divide into committees and pretend you are the Supreme Court. How would you decide each? Give your reasons.
5. Have you yourself ever been discriminated against for any reason—age, sex, color, ethnic background, income level, style of dress, hair length, etc. How did you feel? What can be done about this type of discrimination? Why do you think people discriminate on these grounds? Do you yourself tend to react negatively to any particular group? Why?

WORKSHEET VII

COAT OF ARMS

Without concern for artistic results fill in the six areas of the drawing below to make your own personal "coat of arms."


1. Draw two things you do well.
2. Draw your "psychological" home or the place where you feel at home.
3. Draw greatest success in your life.
4. Draw the three people most influential in your life.
5. Draw what you would do with one year left to live.
6. Write the three words you would like said about you.
1
2
3
4
5
6

WORKSHEET VIII

GROUP CHECKLIST

1. ____society women
2. ____westerners
3. ____tycoons
4. ____policemen
5. ____bigamists
6. ____chauffeurs
7. ____loud talkers
8. ____baseball players
9. ____teenagers
10. ____coast guardsmen
11. ____hippies
12. ____pickpockets
13. ____Republicans
14. ____Moslems
15. ____teachers
16. ____witch doctors
17. ____welfare clients
18. ____murderers
19. ____Madison Ave. crowd
20. ____FBI agents
21. ____divorcees
22. ____prizefighters
23. ____mentally retarded
24. ____South Vietnamese
25. ____psychiatrists
26. ____sanitation men
27. ____gurus
28. ____old people
29. ____gypsies
30. ____drunks
31. ____Nazis
32. ____Englishmen
33. ____Jews
34. ____rich people
35. ____New Englanders
36. ____National Guardsmen
37. ____separated persons
38. ____wrestlers
39. ____mentally ill
40. ____mothers
41. ____communists
42. ____principals
43. ____voodoo priests
44. ____cowboys
45. ____tramps
46. ____Democrats
47. ____draft dodgers
48. ____dope addicts
49. ____Blacks
50. ____Southerners
51. ____State Troopers
52. ____fat people
53. ____lepers
54. ____guidance counselors
55. ____undertakers
56. ____rabbis
57. ____Black Panthers
58. ____Arabs
59. ____Catholics
60. ____Indians
61. ____vigilantes
62. ____homosexuals
63. ____amputees
64. ____psychologists
65. ____farmers
66. ____medicine men
67. ____KKK members
68. ____Puerto Ricans
69. ____atheists
70. ____mulattos
71. ____ex-convicts
72. ____lawyers
73. ____priests
74. ____hillbillies
75. ____beggars
76. ____prostitutes
77. ____conscientious objectors
78. ____Vietcong
79. ____Orientals
80. ____hunters

WORKSHEET IX

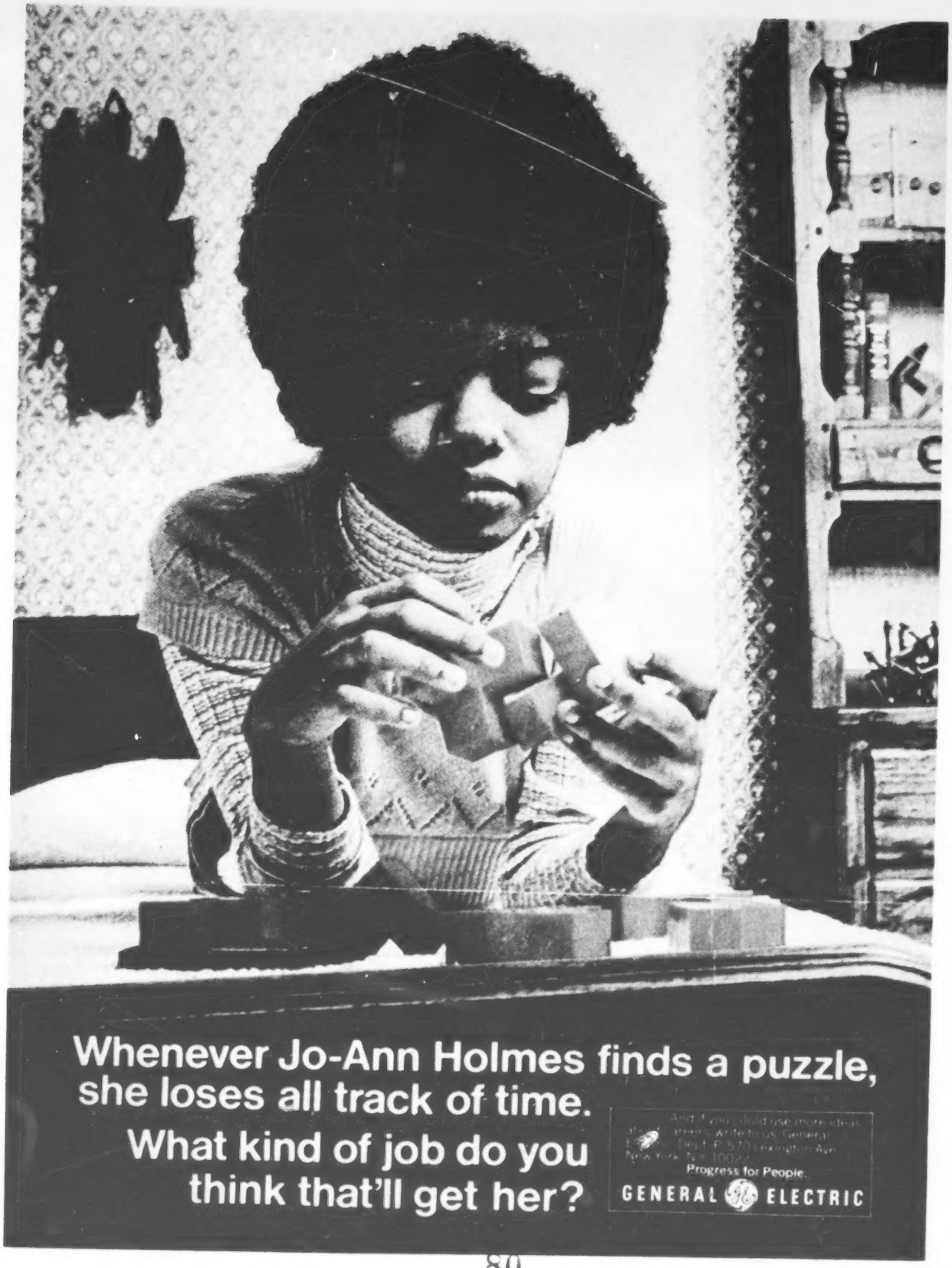
Questionnaire to be sent to resource person prior to visit

1. How does your occupation utilize the skills taught in specific subject areas (i.e., English, math, social studies, science, etc.)?

2. How do the schools prepare students for your line of work?

3. What additions or improvements would you suggest to better prepare students for your job?

(The trainer can modify accordingly to reflect the general interests of his/her workshop group.)


Whenever Jo-Ann Holmes finds a puzzle, she loses all track of time.
What kind of job do you think that'll get her?
And if you could use more ideas
Dept. P-570
Progress for People.
GENERAL ELECTRIC

WORKSHEET XI

Subject Area _____

Skill _____

1. Why do students need to learn this skill?

2. What occupational skills directly relate to this skill?

3. Name some jobs that rely on using this skill.

4. Is there someone in your community who holds one of these jobs?

   Yes _____ No _____

5. Can you contact that person and arrange for a field trip or class visit?

   Yes _____ No _____

6. Can your resource coordinator help you to contact that person?

   Yes _____ No _____

7. Follow-up:

WORKSHEET XII

WORKSHOP RATING FORM

School Name_____

1. Please rate the *overall* quality of the workshops:
   Excellent _____
   Good _____
   Fair _____
   Poor _____

2. Was there anything in the structure or content of the workshop that you would have liked to change? Yes_____ No_____

   If *yes:* A) What was it _____
   _____
   _____

3. What are the two most important things that you learned at the workshop?

   A. _____
   _____
   _____

   B. _____
   _____
   _____

4. What other things would you have liked the workshop to have covered?
   _____
   _____
   _____
   _____

5. Do you now feel comfortable with your ability to create career education infusions?
   Yes_____ No_____

   If *not:* What kind of additional training do you recommend? _____

   _____

   _____

6. Please rate the leadership of the workshop.
   Excellent _____
   Good _____
   Fair _____
   Poor _____
   How might it be improved? _____

   _____

   _____

7. Do you have any other comments on the workshop? _____

   _____

   _____

   _____

   _____